DOCUMENT RESUME

ED 043 080 CG 005 880

TITLE	Family Living Including Sex Education. Curriculum Bulletin. 1969-70 Series. Number 3.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.
PUB DATE	70
NOTE	123p.
AVAILABLE FROM	Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. ($4.00 per copy.)
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	Audiovisual Aids, *Child Development, Curriculum Design, *Curriculum Guides, *Family Life Education, Objectives, *Program Guides, Psychological Patterns, *Sex Education

ABSTRACT

This publication is a revision of a preliminary curriculum guide on family living including sex education which was developed and implemented during 1967-1969. Among the objectives listed for this program are: (1) to promote an awareness that, within the various patterns of family living, love and mutual concern are basic to harmonious relationships: (2) to provide a body of content which can be used as a basis for decision making; and (3) to build attitudes and values necessary for pupils to become effective members of the family and society. The materials in this bulletin include the scope and sequence of the generalizations to be developed, the content and suggested learning activities for their development, teaching aids, and levels of psychosexual development of children at various age levels. (KJ)

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FAMILY LIVING

including

Sex Education

BUREAU OF CURRICULUM DEVELOPMENT
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Foreword

During the past two years that our new program of *Family Living, Including Sex Education* has been in effect, we have made substantial progress in helping many of the 70,000 students involved to find solutions to some of their personal problems. I congratulate the 300 supervisors and more than 350 teachers who are working so successfully in this important project.

In order that teachers may continue to help students develop the values and understandings needed to arrive at sound answers, we have prepared this revision of our preliminary bulletin. Changes in this second edition reflect questions raised by students and suggestions received from teachers, parents, members of our Citywide Advisory Council, and others. As the work in this area of the curriculum moves forward, we will continue to be receptive to suggestions for change and we anticipate frequent revisions of the material.

We again ask the full cooperation of each district superintendent and administrator in using the District Advisory Council to build firm ties with the home, religious institutions, community groups, and other responsible agencies in order to involve more students and their parents in this program. We also ask that, at the local level, emphasis be placed on adequate teacher-supervisory training and on closer cooperation with the local colleges, health centers, and hospitals.

The possibilities for helping young people through a program of *Family Living, Including Sex Education* are unlimited. By adapting this curriculum, carefully designed with the help of recognized outside authorities, a sensitive teacher can build the sound values, the basic knowledge, and the social and emotional stability which students will need, without infringing on those areas that are not primarily within the prerogative of the school but reserved for the home or religious institution.

Special commendation for this sound contribution to the family living program in our schools is given to Assistant Superintendent Helene M. Lloyd, who has guided the citywide program for this office since its initiation in New York City schools, and to the committee contributing to this publication.

BERNARD E. DONOVAN
Superintendent of Schools

Acknowledgments

This curriculum publication was prepared under the direction of Helene M. Lloyd, Assistant Superintendent, at the request of Bernard E. Donovan, Superintendent of Schools, and with the cooperation of Seelig Lester, Deputy Superintendent of Instructional Services.

Appreciation is extended to the Bureau of Curriculum Development for making available the resources of the Bureau for the publication of this bulletin.

Special commendation is given to the task force of writers who prepared the draft of the second edition of this publication:

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For assistance in the preparation of the introductory and supplementary section, appreciation is expressed to:

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The Book Review Committee consisting of the following District Coordinators of the Family Life Including Sex Education Program: Eduardo Braithwaite, Ocean Hill-Brownsville; Adeline Calise, District 1, Manhattan; Peter Dwyer, District 8, Bronx; Vincent Gattulo, District 30, Richmond; Helen Gerardi, District 23, Queens; Margaret Grant, District 25, Queens; John Hartman, District 4, Manhattan; Alfred Matheson, District 2, Manhattan; George Ougourlian, Special Schools; Rose Rapoport, District 3, Manhattan; John Towers, District 14, Brooklyn.

Acknowledgment is made of the assistance of the Bureau of Educational Research, J. Wayne Wrightstone, Assistant Superintendent in charge, and Samuel McClelland, Acting Director, which was charged with the overall responsibility for evaluation. A research team consisting of Acting Assistant Director George Forlano, Chairman, William May, and Allan J. Schneider conducted an ongoing evaluation of the program from its inception.

Appreciation is expressed to Ethel B. Cutler, Coordinator, Corrective Reading Services in Non-Public Schools, Marguerite Driscoll, Language Arts Coordinator, Bureau of Curriculum Development, and Rosemary E. Wagner, Acting Assistant Director, Bureau of English for their review and evaluation of the manuscript. In addition, Rosemary Wagner was responsible for editing the publication.

Special recognition is given to the representatives of the clergy, parent organizations, New York State Education Department, civic and community groups, agencies, and others for their review of the second edition, and their helpful comments and suggestions. For this assistance, the New York City schools are grateful to:

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Introduction

The materials in this bulletin include the scope and sequence of the generalizations to be developed, the content and suggested learning activities for their development, teaching aids, and levels of psychosexual development of children at various age levels.

RATIONALE

A pressing need of our present-day society is to develop in children the personal and social competence that leads to individual fulfillment and social progress. One of the areas of study which is essential in developing these competencies is the area of family living including sex education. While family structures within our society vary, every person shares the common characteristic of membership in a family.

The major responsibility for the formation of attitudes conducive to wholesome development rests with the home. The church, the school, and other institutions have supplementary roles in providing children with a basis for making valid moral and ethical judgments. The schools have the resources to provide a comprehensive, sequential, up-to-date program which will assist children in developing respect, restraint, and a sense of responsibility for their own lives and the lives of others. Within a framework of knowledge that relates individual behavior to the needs of self, of others, and of society, the school can provide opportunities for informed discussion and evaluation of behavior, actual and possible, and its consequences. The school can fulfill its obligation to children by giving them a foundation for intelligent decision making.

OBJECTIVES

To promote an awareness that, within the various patterns of family living, love and mutual concern are basic to harmonious relationships.

To develop an understanding that accepting responsibility for one's actions contributes to greater satisfactions in interpersonal relations and family life.

To help pupils and parents understand the role of the family in the personality development of children.

To build attitudes and values necessary for pupils to become effective members of the family and society.

To provide a body of content which can be used as a basis for decision making.

To help pupils understand the physical and physiological changes that are and will be taking place within themselves, and the effect of these changes on their total growth.

To establish among pupils the use of scientific terminology in reference to the body and natural processes.

To sharpen awareness of the uniqueness of individual growth and development.

To stress a wholesome attitude toward sex and sexuality and to help pupils understand human sexuality as an important and integrated part of one's total being.

To make pupils aware of the variety of society's expectations for masculine and feminine behavior.

To help each individual develop a personal code of values that will enhance his self-esteem and serve as a guide for personal behavior.

To assist pupils to prepare for marriage and parenthood.

To help parents increase their understanding of their role in the child's total development.

DEVELOPMENT OF THE PROGRAM

This publication is a revision of a preliminary curriculum guide on family living including sex education which was developed and implemented during the years 1967-69. The preparation and implementation of the program involved the following:

Organizing an inter-disciplinary team of teachers, supervisors, and resource personnel to prepare a curriculum for grades prekindergarten through 12.

Investigating research studies and current literature in the field.

Exploring the psychosexual needs of children as revealed by their patterns of growth and development.

Evaluating various programs used in the United States and in other countries.

Selecting books, audio-visual aids, and other resource materials needed by teachers for implementation of the curriculum.

Enlisting help from parents, civic and religious leaders, community groups, and agencies on a citywide and local level to define and develop the program.

Selecting district coordinators, supervisors, and teachers to receive special training and content enrichment through citywide and local workshops.

Enlisting specialized personnel of various bureaus of the Board of Education to advance the program.

Cooperating with local colleges in the planning of courses for teachers and prospective teachers.

Informing publishers and audio-visual producers of the need for specific kinds of materials.

Planning for on-going inservice training of teachers.

Cooperating with the New York State Department of Education.

Organizing a citywide program of evaluation.

GUIDELINES FOR IMPLEMENTATION

The schools share the responsibility for the education of children with the home, church, community groups, and social agencies. They all have a part to play, not only in terms of an educational role, but also in reinforcing moral and ethical values.

Citywide and District Advisory Councils

To develop and introduce a curriculum in so sensitive an area as family living including sex education requires the consideration of many viewpoints, a broad knowledge of content, and a deep understanding of the variety of cultural values and patterns which reflect the diversity of an urban area. Consequently, advisory councils representing a valid cross-section of the citywide population and the sub-populations of local school districts should be organized for advisement, feedback, and evaluation.

Advisory Resources to the District Superintendent

It is advisable that the district superintendent and/or unit administrator select a member of his staff to coordinate activities and to provide liaison with schools, parents, and community groups. This coordination will help to ensure a well-balanced and sequential development of the program on a local level. The coordinator will serve, also, as a member of a committee consisting of specialists in subject matter and guidance who can function as a resource panel.

District Coordinators

District coordinators who are assigned the responsibility of implementing the program on a local level should experience intensive training in interpersonal relationships, group dynamics, and the building of background in the disciplines related to family living including sex education.

District coordinators may serve as a cadre to train teachers who have been selected by their principals to teach the program in their schools. They will be able to organize teacher workshops and conferences in their local districts based on the methods and materials used in their own training.

In order to prepare a larger number of teachers to participate in the program, a series of television workshops conducted by district coordinators may be organized as part of a broad inservice training program. These workshops afford teachers an opportunity to react to the course of study in terms of content materials and methodology.

Teacher Training

Inservice courses should present a variety of approaches and techniques, enriched subject matter, and a diversified range of teaching materials.

The courses should include: pooling of ideas and experiences, evaluation of lesson plans and lessons, examination of curriculum materials in family life and sex education, and the viewing of live and/or televised demonstrations; the use of specialists (physicians, psychologists, social workers, family life educators, etc.), panel discussions, supplementary literature, field trips to community resources (day care centers, museums, zoos, etc.), and audio-visual materials. Current materials should be introduced on a continuing basis for the purposes of viewing, evaluating, and adapting.

Special Training for Teachers

Especially relevant to the area of family living and sex education is the teacher's capacity to listen perceptively and to experience relative comfort in dealing with the conflicting, deeply rooted, emotional attitudes that are associated with family and sex. In this program more than in any other, the teacher's contribution of factual information is less significant than her skill in creating a climate which enables youngsters to deal constructively with issues that are intensely personal and relevant to their daily lives. His recognition of the possibilities of pupil growth and his rapport with the class are the key to the success of this program.

It is difficult to be non-judgmental and somewhat objective about sex. Yet, the teacher's non-judgmental objectivity is a requirement for helping youngsters to sort out confusions and to develop slowly a set of internally integrated values which may be relied upon as bases for important decision making immediately and in the future. This emphasis on attitudes as part of the process as well as the goal of this program suggests that special approaches to teacher preparation may be useful. Laboratory training techniques including opportunities to experience interpersonal relationships and group process are examples of appropriate special preparation.

Laboratory training experiences are designed to help normal individuals learn more about themselves and other people. These include verbal and non-verbal experiences, conceptualizations, and theoretical formulations concerning issues and process, and experiences within unstructured small groups. Through such experiences, attention is directed to a variety of personal and social-interaction issues. Activities might include practice in assuming another's point of view, in giving and receiving help, or in managing conflict. Laboratory training methods develop conditions which permit such interactions to be experienced and to be examined. The participants are then enabled to experiment with various role models for coping more effectively in these areas.

The small groups deal with the here and now in the group life of the participants. The members develop a shared responsibility and interest which forms the milieu within which they learn to be direct and honest in dealing with their own reactions. This supports their practice in trying out new behaviors. As the group deals with itself in this way, individuals become more attuned to their own feelings, attitudes, and reaction patterns. They are also able to study the impact they have on others, and to learn how they can be more effective in dealing with others. They become aware of the many levels of meaning communicated by themselves and by those with whom they interact. As the participants grow in awareness, they grow in acceptance of self and acceptance of others.

Laboratory training experiences are facilitated by a psychologist, a social worker, or a psychiatrist who has acquired special skills. He helps the participants create optimal conditions for emotionally anchored learning. He helps members of the group identify significant interactions and to generalize from their own experiences in the group. One of his most significant contributions is the help given to the group in how to use themselves and their co-members as sources of learning. This is an alternative to reliance on the traditional authority represented by a group leader.

The teacher who has experienced laboratory training can apply his understanding of the differences between influence and control, between candor and self-deception, between trust and wariness, between strengthening acceptance and weakening attack. He is equipped to guide his pupils to use their own and each other's resources. He can help his students integrate factual information and work their way through conflict and confusion to enlightenment. He is more likely to develop the kind of classroom climate in which such goals of the program may be achieved.

The content of the program touches many sensitive pressure points for teacher and pupil. Family relationships and matters pertaining to sex cannot be and should not be so objectified that this is not the case. The laboratory method of participation in interpersonally directed learning experiences is a special type of training for handling a special program. The coordinators and guidance personnel charged with the development and initial supervision of the program have been participants in such training sessions. Efforts should be made to provide similar experiences for all teachers who will implement this curriculum.

Resource Materials

Teaching resources include: printed materials (books, pamphlets, magazines, professional journals); audio-visual aids (films, filmstrips, television programs); visual materials and realia (charts, transparencies, models, cartoons, puppets, life-size figures, housekeeping furnishings, and toys); audio materials (tapes,

records); resource persons. The use of teaching aids on any grade level should be made after a careful consideration of the pupils' previous learnings, emotional readiness, and intellectual capacities. These resources are intended to supplement the teacher's presentation in the classroom rather than to substitute for it. They are particularly valuable when used to spark discussions that emerge from the group's interests and needs.

An effective approach in the teaching of a family living-sex education program is the use of multi-media to add wider dimensions to everyday instruction. The same resources may be effectively used at different grade levels to add greater scope and depth to a lesson for the purpose of motivation, reinforcement, enrichment, summary, or review. Systematic and objective student-teacher evaluation of teaching materials is used to determine effectiveness for learning.

Parent-Teacher Involvement

Essential to the success of a family living and sex education program is the need for active participation of parents. It is important to include them in the planning phase of the program on the local level in order to explore their feelings about the needs of their children. Under the guidance of principals, district coordinators and representatives of local parents' associations can plan the format, content, and frequency of these meetings.

Outgrowths of these parent-teacher meetings may be the formulation of parent workshops, subsequent involvement in school-district advisory councils, and greater cooperation in all phases of the program.

Most important is the development and maintenance of an open atmosphere conducive to continual dialogue among parents, school personnel, and community leaders. Through the interaction of these three groups, the exchange of opinions and suggestions will help to ensure a successful program.

Evaluation

To measure the program's effectiveness in fulfilling stated objectives, evaluative activities on local levels as well as on a citywide basis should be an integral part of the program.

Special instruments, in addition to the use of self-reports, may be developed to determine student, teacher, and/or parent attitudinal outcomes. To assess learning of factual material, tests of knowledge should be developed on a grade or multi-grade level and be given to representative pupil samples.

Grade Placement

Careful thought and review have been given to the grade placement of the generalizations suggested. The allocation of generalizations to a grade block rather than to a specific grade enables the teacher to select for instructional purposes those generalizations that are appropriate for the children in his class and relevant to their needs and interests. The maturity levels of pupils, family backgrounds, and sociocultural factors may require variations in teaching within a grade block or within a single grade in a given school. It is important to capitalize on the teachable moment at which students are most responsive. It should also be understood that the materials in this bulletin may serve as springboards to other topics of concern.

Suggestions for Time Allotment

The time allotted to the teaching of family living, including sex education, will vary according to grade level. In the early and middle grades, instruction in this area may be integrated with such curriculum

areas as science, health education, home economics, social studies, and language arts. Beginning in grades five and six, more direct teaching may be initiated. In the intermediate, junior, and senior high schools, it is suggested that instruction be incorporated into all subject areas which impinge on family living. The principal, in consultation with department chairmen, will frequently determine the apportionment of specific content among the appropriate disciplines. Sufficient time to achieve the objectives of the program should be allocated. In some schools, separate elective courses in family living, including sex education, may be established.

LEVELS OF PSYCHOSEXUAL DEVELOPMENT

It is particularly important for the teacher working in the area of family living and sex education to understand as fully as possible the levels of physical, psychological, and social development of the children he is teaching. Knowing their interests and concerns, their strengths and inadequacies enables the teacher to select the generalizations in family living including sex education for which children are ready; helps him to develop these generalizations most effectively; and guides him in his choice of appropriate books and audio-visual aids.

The teacher is urged, therefore, to become familiar with the psychosexual levels described in the pages which follow. Since children grow and mature at their own rate, they may exhibit characteristics of levels before or beyond that of their age group. It is helpful, for this reason, for the teacher to be familiar with the characteristics of children younger and older than the children he is teaching. This will enable him to further individualize instruction in family living including sex education.

The Four-to-Five Year Old

The four-to-five-year-old child is extremely self-centered. At this age when he is starting school, he is much more concerned with his own identity than with the characteristics or needs of others. As he progresses through the prekindergarten and the kindergarten stages, he develops a constantly increasing awareness of others. He is becoming more perceptive of the special characteristics of mothers and fathers, boys and girls, parents and other adults. He begins to realize slowly that others, too, have needs and rights, and that he may have to wait to have his own needs satisfied. This gives rise to conflict within himself, and clashes occur with parents, siblings, friends, and teachers. His rages against a sense of frustration when he cannot have his own way are momentary but very intense. It is this process of being frustrated at times and of not having every wish satisfied that leads him to a realization of others as separate persons. A major task of the child during this period of growth is the establishment of his own personal identity.

It is difficult to give up the possessive ways of infancy: the egotism, the selfishness, and the petty jealousies, and to begin to make an adjustment to the demands of the world outside the home. The previous and earlier goals of gratification and attainment of pleasure begin to be forfeited to the claims of the external world. Postponement of immediate fulfillment of every desire is to be learned.

As the child assimilates the admonition to relinquish his childish behavior, he begins to acquire within himself standards more acceptable to adults, and these in turn become the values he cherishes and later judges others by as well.

Basic value orientation is formed during this period, an orientation that will influence future learning and behavior. The feelings a child has about others and his perception of the feelings they have about him depend on his feelings about himself. How he values himself is related to the feelings he has about his own body. Early attitudes toward the body form the foundation for later personality development. Characteristics of this age range is the child's growing curiosity about himself, his body, and his familial relationships. It is the age of questions. The questions are not idle; they represent deep

ponderings resulting from his growing awareness of these relationships. "Where did I come from?" "How did I begin?" are typical questions which indicate his growing concern with himself as an individual.

One of the more striking characteristics of the young child is his capability for vivid fantasy. He has not yet developed sufficiently in his orientation to the real world to be able to counteract his fears and anxieties about his deeper feelings. Therefore, he turns to the world of play to work out some of them. Play is the safety valve for his hidden wishes and the discharge of tensions. Working out his own conflicts allows the child to temper his behavior in real life.

This is a period of richly imaginative activity, during which some of the most bizarre misconceptions can be formed concerning physical facts. It is for this reason that simple and accurate information about the body and its functions should be presented. The youngster is naturally curious about his body and is interested in differences between his body and those of other children and adults. His interests include the social and cultural aspects as well as the biological aspects of sexual role differentiation. It is during this period that the child develops consistent masculine or feminine orientation. The crucial problem of the period lies in the child's need for acceptance of his curiosity and reinforcement of his sexual identification.

The Six-to-Eight-Year Old

The child from six to eight years of age is developing more reality-oriented modes of behavior than those found in early childhood. He is learning as he moves into the larger environment of school and community that he no longer has a favored position; he is one among many. He becomes more amenable to the idea of postponing gratification and of doing what is expected of him. The powerful drives he experienced previously have diminished as a result of the demands of his parents. To a large degree, he is no longer at the mercy of his instincts nor so personally engrossed with his own conflicts.

Realistic education by his parents or other adults responsible for him has changed him from an egotistical, demanding infant to a much more reasonable young person ready to turn his energy outward. His relationship to his parents improves, and gradually he becomes more detached from them as he gains new friends and engages in more group activities.

This is not to say that he no longer needs his parents. But, he now has them within himself in the form of an inner voice known as conscience. In the previous stage of his development, the child was constantly at odds with his parents who tried to "civilize" him by controlling his unacceptable behavior and by educating him to conform to society's demands. By the time he is six years old, he has, to a large degree, accepted his parents' standards, and these are transformed into values he will use throughout his life.

In redirecting his energy away from his own personal concerns toward external things, the child of six to eight becomes increasingly more interested in intellectual concerns and group activities. New friends and new relationships engage his time and energy now. In addition, he begins to explore the challenging community around him.

In attempting to understand and cope with a world of expanded demands and possibilities, the six-year old sometimes tends to go to extremes. He can be quite touchy and humorless about challenges to his sexual identification. Responses in social situations become more markedly masculine or feminine with each year, until by age eight, some boys and girls may reject any semblance of friendship outside their own sex.

Although great sensitivity to criticism is present throughout the entire period, the volatility and extreme reaction of the six-year old gives way to more stability and calm by age seven. At this age receptivity to factual discussion, even about bodily functions, increases. The eight-year old is even more at ease in communicating with adults and is better able to express sexual curiosity. Discussions of

sexuality can be very embarrassing to youngsters during these years unless conducted in a very matter-of-fact fashion. They feel more comfortable when the focus is on social rather than on biological terms.

Verbal aggression, including the use of obscenities, is frequently observed but is usually more reflective of confusion and inadequate communication skills than of deep hostility. Classroom activities can profitably focus on the formation of attitudes of dignity and respect for sexual and other bodily functions, thus helping the youngster to build a sense of personal competence and self-esteem.

Children of this age are beginning to understand concepts of love and friendship. However, the child's approach to such understanding is generally in terms of role prescription. Discussions of complex feelings can be difficult or embarrassing.

The Nine-to-Ten-Year Old

Boys and girls of this age are fairly well-rooted in reality. They have more or less come to terms with themselves, their parents, their groups, and their school. Their knowledge grows daily, and their interests increase rapidly. Extremely curious about everything, they want and are ready for facts. Not yet mature sexually themselves, they are nevertheless interested in the facts of life. Because they are preadolescent and not yet emotionally involved on a personal basis, they accept aspects of sex education as they do the facts about all body functions and other matters.

Generally, each sex is indifferent to or even hostile to the other one. It is an age for teasing and bickering, name-calling, "bad" language, and "gang secrets" like signs, passwords, and codes. In striving for individual identity and the beginning of independence, boys and girls may regard the opinions of their friends as more important than those of their parents.

Girls may move ahead more quickly at this stage towards maturity and become extremely interested in menstruation, conception, and childbirth. Boys are especially curious and eager for sexual knowledge and usually obtain it in magazines, medical books, or from older adolescents. There are sometimes secret discussions and speculations about sexual activities.

Although still favoring their own sex and still somewhat awkward and uneasy with girls, boys are beginning to show an interest in the other sex, but teasing and more aggressive behavior mask any overt sexual interest. As both boys and girls move out toward puberty, they begin to shift back and forth between wanting to be grown up and wishing for childhood attentions. This conflict gives rise to some reactions of unruliness, disorderliness, and stubbornness, if not downright disobedience. There are mood changes as both boys and girls look forward, some with fear and apprehension and some with welcome anticipation, to their oncoming puberty. Knowledge related to family living and sex education is important so that these young people may develop positive attitudes toward their own sexuality.

It is necessary for youngsters at this age to gain deeper understanding of their physical and psychosocial growth. They are deeply concerned with what will happen to them as individuals and require knowledge of these specifics prior to their own sexual maturation. In today's society they are constantly exposed to a variety of information and misinformation about sexual matters; hence they are in great need of factual data.

The Eleven-to-Thirteen-Year Old

The eleven-to-thirteen-year old is embarking upon the struggle to develop a relatively autonomous self in preparation for independent adulthood. In so doing he seeks to control his dependence on his parents by transferring some of the emotional attachments he has to them to others outside of his immediate family. His "pal" relationships with peers of his own sex acquire greater significance as they meet his

needs for new attachments. As he realizes his continuing and inevitable dependence on parents and teachers, he often experiences conflict and anxiety. Consequently, he may tend to withdraw from the adults with whom he had previously enjoyed close attachments. Irritable, defiant behavior may support this withdrawal. On the other hand, crushes on adults and admiration of popular figures are likely to emerge as less threatening forms of attachment to adults.

During this period, the youngster tries to establish his identity further by working toward his own code of moral and ethical values. In order to do so, he wrestles with absolutes of right and wrong and is acutely aware of inconsistencies in the behavior of others, especially in the behavior of the significant adults in his life.

At this age the youngster begins to examine role definitions. In this way he gathers data upon which to base his emerging self-identity. He is concerned with many questions: How should a husband and wife relate to each other? How should siblings deal with each other? How should a mother or father act toward a boy or girl? The "shoulds" and ideal models which result often give rise to anxious doubting, and criticism of self and others. Youngsters at this age are often reassured by being helped to understand the varieties of human encounter.

While sexual and aggressive drives are just beginning to emerge, they may be frightening to the early adolescent. Since bodies are changing, anxious self-scrutiny focuses on fear of abnormality. Girls are self-conscious about breast development or lack of it. They worry about menstruation. Boys are concerned about their strength and height. Very often size and physical development determine choices of companions and become a basis for self-esteem.

Some young people are very much concerned about masturbation and the feelings of guilt which frequently accompany this behavior. Opportunities to discuss the changes that may be taking place within themselves with informed, understanding adults are most important.

The early adolescent often relates inconsistently to adult authority. He questions, challenges, idolizes, is hypercritical and dependent, often all at the same time. He is very interested in aspects of human behavior, such as manliness, womanliness, motherhood, etc., and seeks to apply these conceptualizations to himself and to others close to him. As the teacher helps him to find a realistic view of behavior, his own and others', he is less moved to prove himself in extreme ways. It is important to help him think issues through for himself, especially since he is intolerant of directive absolutes, and is ready to establish an independently integrated value system. While he is still strongly influenced by adult opinion, he is even more interested in the opinions of his peers, so that classroom discussions are especially relevant at this time. Frank discussion of sexual matters produces considerable anxiety and embarrassment as well as curiosity, hence the jokes and snickering. However, facts about bodily changes and role behavior hold the attention of the early adolescent and are important at this time. Youngsters of this age need to be reassured about the normality of sexual feelings and helped to establish controls. The most important challenge to the teacher is to reinforce the eleven-to-thirteen-year old's self-esteem in his search for competence in preparing himself to deal with the issue of adulthood.

The Fourteen-to-Sixteen-Year Old

The fourteen-to-sixteen-year old is essentially self-conscious and self-concerned. He struggles to cope with a changing body image, to develop controls over emotional drives that are more imperative now than they have been at any time since early childhood, and to find a place in the world as an autonomous, decision-making member of society.

At this age one notes a considerable range of physical development. Some may still be at the preadolescent stage; others may have already achieved the physical growth of adulthood. The highest percentage of concerns voiced by youngsters of this age are those which involve worry about physical

appearance. Worries about weight, skin problems, and good looks reflect preoccupation with changing bodies. These anxieties are accompanied by fear that all may not turn out well.

Another aspect of this self-consciousness is an easy vulnerability to hurt feelings. Self-esteem is shaky. The testing ground selected for proof of worth is most frequently the area of heterosexual attractiveness. Many young people worry about popularity. Some youngsters withdraw socially so as to protect themselves from rejection. The need is to be accepted, to be attached, to be sought after. Regardless of the facts of their social situation, they are rarely secure in their acceptance by peers and adults. Loneliness is frequently referred to as a problem, particularly by girls. They are looking inward with the question, "Do I have what it takes?"

The questioning of self is accompanied by questioning of the basic assumptions previously taken for granted. They are scrutinizing their religious beliefs and practices. They seek people, especially peers, who demonstrate loyalty, truthfulness, and consistency.

At this stage, attachments to both parents are especially intense and may be full of conflict. On one side of the conflict is renewed possessiveness and demand; on the other, the continued effort to withdraw from dependency. The anxiety that this struggle produces is not far from the surface of the average boy and girl of this age.

One of the ways that family issues are dealt with is to focus on patterns of adulthood. Girls are interested in the roles of womanhood; boys try out the ways of the men whom they respect. They shift back and forth from protesting adult ways to assuming such ways themselves. Thus, they become fortified by identifying with both sides of the generation gap.

They are beginning now to test out heterosexual closeness on a more mature level rather than one which primarily meets needs for dependency and attachment. In their hurry, however, they are often pushed to assume precocious postures. The teacher must bear in mind that at this time the youngsters themselves often are aware that they are not yet ready for the behavioral patterns which they are assuming. The fact that they are not emotionally ready usually precludes their experiencing pleasure from behavior which is gratifying to those who are more mature. The question arises then as to why youngsters assume such joyless burdens. They do so for various reasons; for example, to meet what they perceive to be the expectations of their peers, to declare to themselves and to the world emancipation from childhood dependence and restrictions, and to provide themselves with practice for the adult patterns which later will be legitimately theirs. Also, one should not underestimate the attraction of risk and limit-testing.

It is at this stage and at the next one that their greater comfort and ease with members of the same sex, in combination with unstable controls over sexuality and a quest for adventure, sometimes results in homosexual experimentation, especially on the part of boys. Despite whatever bravura, almost every boy and girl is deeply troubled about being "queer." Homosexual fantasies and homosexual behavior observed in others are as much a source of anxiety as are the firsthand experiences of some adolescents. Almost all of the young people, however, go on to normal heterosexual adjustments in adulthood.

In summary, the teacher of the fourteen-to-sixteen-year old deals with a youngster who is shifting from making excessive demands on adults to protesting even casual interest in his affairs by the same adults. The teacher is dealing with a youngster who is troubled about his acceptability, particularly to peers. He may be struggling in very deep water. Help will come from understanding, acceptance, and from the fortification that results from the knowledge that he is not alone, or different in his self-doubts and fears. He is interested in basic physiological information about sexual response, fertilization, and embryology. He is also seriously interested in information about homosexuality, prostitution, venereal disease, abortion, illegitimacy. He needs to learn how to pace his behavior to his emotional readiness; such readiness will differ widely for children at this age. Practical matters of how to ask for a

date, how to act on a date, how to look attractive, and how to be popular are of great interest. Romantic fantasies and reactions to the sexual content of the popular media and to the demands of peers require anchorage. The fourteen-to-sixteen-year old is usually in a stormy phase of adjustment and needs to discuss his questions directly and candidly with informed and understanding adults.

The Seventeen-to-Eighteen-Year Old

The seventeen-to-eighteen-year old is further consolidating his preparation for adulthood. He relates to adults with critical scrutiny of their ability to measure up. Teachers and parents are put to the same test.

Older adolescents become interested in viewing their own families in what they consider to be objective terms, and they are interested in the family as an objective concept. The function of the family, roles of members, and variations in composition are of interest both intellectually and emotionally to the adolescent.

They are now reaching toward heterosexual relationships which they are sufficiently mature to establish as reciprocally responsible peers in courtship. They are grasping for personal codes that are also socially helpful since the need for self-affirmation via popularity remains an important issue. Thus, they struggle with the pressures of heterosexual behavioral demands. Their questioning about values and behavior — petting, necking, sexual intercourse, contraception, illegitimacy, and venereal disease — represent a search for information with which to establish a personal code of behavior. This questioning helps young people to deal with both currently experienced and anticipated conflicts for purposes of decision making. They are interested in knowing how to judge whether they are really in love. All of these issues are intensely personal.

One of the ways in which the teacher can be most helpful at this stage is to train the youngster in responsible decision making. Collecting data from differing sources, evaluating the validity of information, weighing the consequences of various decisions, and relating to one's own feelings and circumstances may be taught directly with far-reaching effects.

The seventeen-to-eighteen-year old is interested in basic sexual information and will analyze this information in great depth. His own feelings cause concern. Those of his age group who have developed prohibitive restrictive codes will worry about normal sexual responsiveness. The sexual wish or fantasy is seen as equivalent to the act. Some boys will be inclined to react to sex drives as urgencies; some girls will be more interested in the social aspects of heterosexual relationships. Both boys and girls will be dealing with issues of management of feelings in a setting of responsibility to themselves and to each other. Since these youngsters are now exposed to a legitimization of a wide range of heterosexual behavior, they are all the more involved in working out a position for themselves. In so doing, they may sharply challenge the very behavior they wish to believe in. Experimentation with ideas may also be accompanied by experimentation in behavior. All of this they need to talk about with both peers and adults.

The older senior high school student is wrestling with the concerns of adulthood, but he is still faced with problems of childhood. Feelings of esteem, competence, self-acceptance, comfort with self-expectation and expectations of others are basic considerations. Specific adult problems of mate choice, family planning, budgeting, and family roles may be built upon this base.

Scope and Sequence

The scope and sequence contains generalizations to be developed in the broad area of family living which includes sex education. It is understood that this scope and sequence is flexible and may be adapted to meet the needs of children at different maturity levels and shaped by the many factors that influence children in a large urban community.

For selected aspects of this curriculum, separate classes for boys and girls may be desirable. If classes are separated, the same content should be taught to both boys and girls.

Prekindergarten - Grade Two

- A man and a woman who love each other marry and form a new family.
- Each member of the family is important as an individual and as a member of the family group.
- Members of a family do things to help one another.
- Curiosity about oneself and others is natural.
- Girls grow into women, and boys grow into men.
- Living things produce other living things of the same kind.
- Human beings and most other animals begin their lives as eggs.
- There is a growth process before birth.
- Parents prepare for the birth of offspring.
- Babies need love, time, and care in order to grow and develop.

Grade Three - Grade Four

- Parents vary in the amount of care they give their offspring.
- Successful family living requires sharing for the common good.
- Men and women have overlapping roles in the home and in the world of work.
- Children of the same family may be alike in some ways and different in other ways.
- Friendship involves a special kind of feeling toward another person.
- Some animal eggs are fertilized outside the mother's body, some inside; some fertilized eggs grow into babies inside the mother's body, some outside.

- An egg from the mother and a sperm from the father unite to produce a fertilized egg which grows into a baby.
- Fertilized eggs vary in the time needed to produce a new individual.
- Animals vary in the number of offspring produced at a given time.

Grade Five - Grade Six

- Each member of the family is entitled to respect and reasonable privacy.
- Many forces influence the individual's social behavior.
- Boys and girls need a variety of social and recreational activities.
- Men and women have overlapping social and vocational roles.
- Heredity is a factor which influences growth and development.
- Environment is a factor which affects physical growth and development.
- Nutritional needs during preadolescence require special attention.
- Many changes occur at the preadolescent period.*
- Puberty initiates physical changes leading to manhood and womanhood.*
- Emotional changes accompany physical changes during preadolescence.
- All living things are made of cells.*
- Human babies develop from fertilized eggs.*
- Human babies grow and develop during the gestation period.*

Grade Seven - Grade Nine

- Environmental forces influence family living.
- Personal decisions reflect one's values and require that one accept responsibility for their outcomes.
- Interpersonal relationships develop through a variety of social activities.
- Dating in adolescence may provide a basis for the development of more lasting relationships.
- Accepting responsibility in boy-girl relationships is related to social and emotional maturity.
- Tensions during adolescence may arise from a variety of factors.
- The endocrine system influences appearance, body functions, and mental and emotional behavior.
- Puberty initiates physical changes leading to manhood and womanhood.*

*Separate classes for boys and girls, where desirable.

- All living things are made of cells.
- Human babies develop from fertilized eggs.*
- Human babies grow and develop during the gestation period.*
- An individual's physical traits are the product of his heredity.

Grade Ten - Grade Twelve

- Individuals seek qualities in others which satisfy their own needs.
- Concern for human welfare is the responsibility of the individual, the family, and the community.
- Family structures vary among cultures.
- Courtship and engagement are preparation for marriage.
- Many factors contribute to the strength of a marriage.
- A variety of social factors related to sex affect the family.
- Maintenance of the family and home involves management of many resources.
- The endocrine glands regulate body activities.
- Reproduction is a basic function of living things.
- Reproduction has a special significance for the species, society, the family, and the individual.
- Prenatal care is essential for optimum health of mother and baby.
- Physical and psychological factors influence the growth and development of children.

Content and Suggested Learning Activities

GRADE PLACEMENT

The allocation of the generalizations to a grade block rather than to a specific grade enables the teacher to select for instructional purposes those generalizations that are appropriate for the children in his class and relevant to their needs and interests. This is particularly true for teachers of prekindergarten and kindergarten children. Teachers will find that some of the material not presented to the entire group may be of use in answering individual questions. The maturity levels of pupils and the sociocultural backgrounds of the families that form the school community are factors to be considered in the selection of content and suggested learning activities.

Continuity of instruction is also an important consideration in selecting generalizations. It is suggested, therefore, that teachers become familiar with the generalizations in the grade block following their own. This overview will aid them in planning a more sequential development of the generalizations in the program.

TIME ALLOTMENT

Family Living is not a discrete curriculum area but is taught in relation to such subject areas as language arts, science, social studies, home economics, and health education. Classroom living and daily situations involving interpersonal relationships apart from any particular subject area frequently offer the teachable moment to develop a given generalization most naturally and effectively.

For these reasons the teacher is the best judge of how much time to give to the implementation of any generalization in this publication.

Note: Refer to the Introduction and Appendix for the psychosexual characteristics of children in the age group under consideration and for audio-visual and printed references.

Generalization: A MAN AND A WOMAN WHO LOVE EACH OTHER MARRY AND FORM A NEW FAMILY

Content	*Learning Activities*
A man and woman who love each other marry and become husband and wife to each other.	Invite children to tell about weddings they have attended. Introduce terms as bride, groom, wife, husband; note that when husband and wife have children, they become father and mother, also.
A husband and wife form a new family.	Have children talk about the people they love and give reasons for loving them.
A family is a group of people who live together and take care of each other.	Discuss custom of sending Valentine, birthday, mother's and father's day cards expressing affection of family members. Make appropriate cards.

Families differ in size; may change in size. Sometimes families grow by having new babies or by having other people come to live with them. Sometimes families get smaller by having members die or leave the home.	Ask children to identify members of their families, and encourage them to bring in pictures of their families. Have children relate how their own families have changed in number, and discuss the effect on the family. Read such stories as *The New Baby* by Flack, and discuss need to share Mommy's time. Ask children to name the "big people" within families and their relationship (grandmother, grandfather, uncle, aunt, counsin) to the family.

Generalization: EACH MEMBER OF THE FAMILY IS IMPORTANT AS AN INDIVIDUAL AND AS A MEMBER OF THE FAMILY GROUP

Content	*Learning Activities*
Each member of the family has a unique personality.	Invite children to talk about their families, indicating the importance of each member. Have children make drawings of individual members of their families, discussing the love of family members for one another--parents for each other, parents for children, children for parents and for each other.
Each member contributes to the mental health and emotional life of the family. He influences other members and, in turn, is influenced by them.	Arrange bulletin board display of family photographs showing the family engaged in an activity. Help children recall what the family was doing on the day the picture was taken.
Each member of the family must assume some responsibility for other members in the home.	Discuss ways by which the attitude of family members contributes to the happiness of the home; e.g., sharing interesting happenings of the day, having a sense of humor, showing interest in the ideas and feelings of other family members, exercising self-restraint and patience, particularly when someone is ill or tired.
Parents have a responsibility to help children grow and mature.	
Adult family members have specific responsibilities in regard to household operation, care of children, earning a living, etc.	Use study prints and/or wedgie figures to analyze the roles of family members. Have children discuss how one member may have several roles and how roles can be different in various families.
Each family member has responsibilities to the community.	Show and discuss pictures of children and their families fulfilling responsibilities to the community, such as keeping sidewalks clean, putting refuse in trash cans, observing traffic rules, respecting property and privacy of neighbors, participating in school and community events, observing the rules for fire prevention, cooperating with housing and city police.

Generalization: MEMBERS OF A FAMILY DO THINGS TO HELP ONE ANOTHER

Content	*Learning Activities*
Adult family members provide such things as food, clothing, shelter, recreation, affection, guidance. They take care of children to prevent illness and look after children when they become ill. They provide a safe environment.	Prepare a bulletin board of pictures of men and women in a variety of activities at home. Talk about the kinds of work men and women usually do. Discuss the kinds of jobs that can be handled by both men and women and how these jobs differ from family to family. Use wedgie figures and/or pictures to show how parents and grandparents help children. Extend the discussion to involve other people who may help — aunts, uncles, cousins, in-laws. Role play experiences with mother substitutes — staying at home with an older brother or sister, staying at grandmother's house, vacationing with an aunt during the summer, being in the hospital for a tonsillectomy. Have children relate and dramatize experiences involving adults who accompanied them on a visit to the doctor, a visit to the dentist. At the end of each experience elicit how adults have helped the children to grow and develop.
Children in the family help older people. They help mother and daddy with their work in the home.	Discuss the many ways children can help their parents; e.g., helping mother when she is bathing the baby, doing the dishes, cleaning, shopping, or helping father when he is fixing things in the house, going to the laundromat, washing the car. Dramatize these and other ways to help parents.
Children show courtesy and affection to family members.	Discuss how children can be polite in passing food at the table, sharing TV, permitting others to talk without interruption, taking and giving telephone messages.
Children take care of their own personal needs, such as washing and dressing.	Dramatize personal care, including combing of hair, cleaning of teeth, washing of hands. Use the tune, "Mulberry Bush."
Children prevent unnecessary adult worry by obeying family rules about time to come home, places to play, information about whereabouts.	Dramatize family discussion of rules for the activities of children. Dramatize a situation in which children failed to notify family of change in play activities. Discuss behavior in relation to strangers on street, in cars.
Children share their possessions.	Encourage children to tell how siblings help one another by sharing treats, toys, books; doing

	homework; playing games with younger children; displaying interest in others' problems and affairs.
Children share responsibilities.	Discuss how children can help in the care of pets, babies, and handicapped or disabled family members.

Generalization: CURIOSITY ABOUT ONESELF AND OTHERS IS NATURAL

Content	*Learning Activities*
Children are interested in their own and other children's appearance.	Use mirrors, if available, to have children study their own facial and bodily characteristics. Check height and weight.
	Note that all have eyes, ears, nose, mouth, skin, hands, and feet.
Note: If children remark on sex differences, the teacher accepts comments, substituting correct terminology when necessary.	Realize that they are different from one another in height, weight, color of eyes, hair, skin.

Generalization: GIRLS GROW INTO WOMEN, AND BOYS GROW INTO MEN

Content	*Learning Activities*
Growth and development involve many stages.	Improvise a story beginning at a child's birth and bringing him up to the age level of the class. Have children discuss stages of growth they will pass through before being grown up. Elicit stages — baby, schoolchild, teen-ager, grown-up.
Boys grow up to be men. Girls grow up to be women.	Share stories which children have been told concerning the childhood experiences of their parents and/or other adults.
Children change in appearance as they grow and develop.	Find pictures of babies, children, and grown-ups.
Growing up takes a long time.	Have children pretend to be grown-up by dressing in grown-up clothes from costume box, shaving like a man, playing house.

Generalization: LIVING THINGS PRODUCE OTHER LIVING THINGS OF THE SAME KIND

Content	*Learning Activities*
All living things come from other living things like themselves.	Read stories and show pictures of animals, birds, and insects.
Beans grow into bean plants.	Provide opportunities for children to grow things

Generalization: THERE IS A GROWTH PROCESS BEFORE BIRTH

Content	*Learning Activities*
Before birth, the egg grows and develops into a fully formed baby.	Arrange to keep a pair of gerbils, hamsters, or mice in the classroom to give children an opportunity to observe pregnancy and birth.
During this period the developing baby receives everything it needs to grow and is kept safe and warm.	Obtain brine shrimp from a pet shop. Examine with a hand lens to see eggs within the female's body. Allow eggs to hatch. Note length of time it takes for baby shrimp to emerge. In spring obtain, if possible, frog eggs or salamander eggs from edge of local pond or lake. Mark the date on a large wall calendar, and have children observe the development of the tadpoles emerging from the eggs.

Generalization: PARENTS PREPARE FOR THE BIRTH OF OFFSPRING

Content	*Learning Activities*
There are many ways in which parents prepare for the birth of their babies. Some animals make nests that provide security for their eggs. Some animals protect their eggs in a different way (stickleback, seahorse, bird). Some animals, like fish and frogs, drop their eggs into the water without any nest to protect them.	Read such books as *Hi, Mister Robin* by Alvin Tresselt. Discuss how nests are made. Place bits of cloth, paper, and straw on classroom windowsill and observe whether birds pick them up. Take a walk to a nearby park in early spring to see birds' nests. Observe birds building nests. Display pictures of the stickleback, seahorse, turtle, and birds. Read how these parents prepare for their new babies.
Human fathers and mothers prepare for babies by: Having mother visit a doctor regularly for the health of mother and baby. Making arrangements for hospitalization. Obtaining necessary equipment and supplies. Arranging for the care of other children in the family while mother is in the hospital.	Discuss the reasons why a mother goes to a hospital for the birth of her babies. (This discussion should help the child understand why his mother may be away from home and, consequently, may reduce anxiety.) Talk about how each member in the family can help in the preparations for a new baby. Read to the children such stories as *The Very Little Girl* and *The Very Little Boy* by Phyllis Krasilovsky.

Turtle eggs develop into turtles.
Robin eggs produce robins.
Human eggs produce human babies.

in a window box or school garden. Have them care for growing plants and observe results. Note that bean seeds produce bean plants, carrot seeds produce carrot plants, and radish seeds produce radish plants.

Break open a lima bean to show embryo plant, stored food, and protective coat of seed.

Discuss the following situations:
Mother Turtle has some baby eggs. What will her babies be like?
Mother Robin has three blue eggs in her nest. What will happen when the eggs hatch? What will Mother Robin's babies be like?

A human mother may have a baby growing inside her body. That baby, too, began as an egg, but one without a shell. When it is born, whom will the baby look like?

Generalization: HUMAN BEINGS AND MOST OTHER ANIMALS BEGIN THEIR LIVES AS EGGS

Content	*Learning Activities*
A human being starts life as an egg (ovum).	Recall the fact that human babies develop from very tiny eggs inside the mother's body.
Babies are either male or female.	Talk about baby brothers and sisters.
Dogs, mice, elephants, cats, snakes, birds, fish, whales, and most other animals begin life as eggs.	Discuss the fact that fish, snakes, birds, and most animals develop from eggs.
Some eggs have shells; others do not. Eggs that have shells: chickens and other birds turtles lizards snakes	Show pictures and discuss why a hen sits on an egg and why a hen's egg has a shell. Examine a hen's egg. Observe the color and texture of the shell. Break the egg and place the contents in a saucer.
Eggs that do not have shells: fish, frog, horse, lion, dog, cat, mammal, human	Allow the children to handle the shell and to observe its characteristics. Point out parts of egg.
Some eggs are very large; some eggs are very small, almost too little to be seen. Each human egg is about the size of a pencil dot.	Show pictures and/or visit a museum or natural science center to see various kinds of eggs. Have children compare size, shape, color, and texture of the eggs they see.

Generalization: BABIES NEED LOVE, TIME, AND CARE IN ORDER TO GROW AND DEVELOP

Content	*Learning Activities*
Babies, animal and human, have common characteristics and needs.	Use arrival of new baby or new pet at home or in school as occasion to discuss characteristics of babies.
Babies are small in comparison to fully grown species, human or animal.	Show multi-media pictures to compare sizes of babies and adults of various species.
Babies are dependent; they must be fed, sheltered, protected by parent.	Visit the zoo or animal nursery to observe animal families and the role of the parents in caring for their young.
Babies need to be taught how to live according to their needs; that is, to walk, to swim, to fly, to communicate, etc.	Look at picture books dealing with animal families. Discuss what children have observed in their own homes about the way animal parents take care of their young (cat, dog, white mouse, hamster, gerbil).
Human parents and other adults help babies to grow and develop because they: Give love and affection Provide proper nourishment Give attention to toilet needs Provide suitable clothing Plan periods of rest and activity Talk and play with babies Provide for their safety Prevent illness and provide care during illness	Discuss how human parents comfort and protect their children. Show pictures of family activities involving younger children. Discuss how adults help the children.

Content and Suggested Learning Activities

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Generalization: PARENTS VARY IN THE AMOUNT OF CARE THEY GIVE THEIR OFFSPRING

Content	*Learning Activities*
Some animal parents take little care of their offspring and give care only for a short time.	Use pictures and stories of a mother duck and duckling and/or a hen and chicks for the purpose of eliciting the kinds of care these mothers give their young.
Some animal parents take good care of their offspring for a long time.	View films on care of young birds and animals. Have the children relate experiences about the length of time and the kinds of care given by dogs, cats, and other pets to their offspring.
Human parents take the greatest care of their children for the longest time.	Read stories about other animals and the care they give to their young.

Invite parents to relate the amount and extent of care necessary to raise children.

Use hand puppets to demonstrate parental care of children.

Discuss differences in providing for and in caring for a few or many children.

Generalization: SUCCESSFUL FAMILY LIVING REQUIRES SHARING FOR THE COMMON GOOD

Content	*Learning Activities*
Living in a family involves many responsibilities for parents such as providing: Guidance and values Food, shelter, and clothing Safe environment Medical care Education (formal and informal) Recreation Love and comfort	Make use of situations for sharing materials (paints, library books, etc.), and compare the classroom family to the family at home.
Living in a family involves many responsibilities for children, such as: Behaving in a manner which reflects respect for others Sharing personal belongings Helping with household chores Learning how to use money wisely Respecting the property and privacy of other family members Assuming responsibilities for younger siblings when delegated by parents Learning to accept and adjust to the physical and emotional limitations of family members.	Show how sharing work (care of pets, performance of cleanup chores, etc.) serves the common good. Compare these activities with those done at home. Plan a class party. In evaluating the party show that its success depended on the cooperation of class members. Draw inferences about the value of family cooperation. Have children prepare booklets containing illustrations and compositions on how they or others help the family. Read stories involving families around the world. Discuss the situation of the only child in a family.

Generalization: MEN AND WOMEN HAVE OVERLAPPING ROLES IN THE HOME AND IN THE WORLD OF WORK

Content	*Learning Activities*
There are similarities and differences between men and women:	Prepare a bulletin board of pictures of men and women in a variety of activities at home.

Physical appearance
Interests
Clothing
Kinds of work done for a living
Kinds of activities engaged in at home

Talk about the kinds of work men and women usually do.

Discuss the kinds of jobs that can be handled by either men or women. Ask: What does father do that mother does not do? What does mother do that father does not do?

Have children paint pictures of the kinds of work they would like to do when they grow up.

Generalization: CHILDREN OF THE SAME FAMILY MAY BE ALIKE IN SOME WAYS AND DIFFERENT IN OTHER WAYS

Content	*Learning Activities*
Children of the same family may vary in physical traits: Sex (boy or girl) Height and weight Body shape Color of eyes, hair, and skin Texture of hair.	Have children make a drawing of each family member. Discuss the names of the family members, the physical comparison of the child and other family members. (My brother is taller than I am; my sister is smaller than I am; I have red hair; my sister's hair is blond; my brother's hair is black; my father is the biggest in the family; my hair feels curly; my sister's hair feels smooth.)
Children of the same family may vary in other ways: Abilities Interests Aspirations Habits Maturity	Draw conclusions about similarities and differences within the family. Guide a discussion of the relationship between behavior and personality, using children's own behavior and that of their siblings as examples.

Generalization: FRIENDSHIP INVOLVES A SPECIAL KIND OF FEELING TOWARD ANOTHER PERSON

Content	*Learning Activities*
Some of the things most friends do: Walk home from school together Play together Share possessions Visit each other Help each other Eat lunch together Share secrets Give sympathy and support	Read and discuss one or more books, such as: *A Friend Is Someone Who Likes You* - Joan Anglund *A Friend Is Amie* - Charlotte Steiner *Tell Me Some More* - Crosby Bonsall Have children tell or write about their best friends, the reason they call them their best friends, and how friends treat each other.

	Use hand puppets to role-play situations involving: A conflict between obeying one's parents and following one's friends Making plans to spend a Saturday afternoon together.

Generalization: SOME ANIMAL EGGS ARE FERTILIZED OUTSIDE THE MOTHER'S BODY, SOME INSIDE.
SOME FERTILIZED EGGS GROW INTO BABIES INSIDE THE MOTHER'S BODY, SOME OUTSIDE.

Content	*Learning Activities*
Fish and frog eggs are fertilized externally and grow into babies outside the mother's body.	Show pictures of fish and/or frogs' eggs in water. In the springtime visit a local pond or lake to collect frogs' eggs. Put the eggs into an aquarium with pond water. Have children report daily observations of the development of the eggs. (The teacher emphasizes that the female fish and frog squeeze the eggs into the water. The males squeeze sperm into the water near the eggs. The sperm swim to the eggs and fertilize them. This is external fertilization.) View an appropriate film on fertilization.
Turtle and chicken eggs are fertilized internally but grow into babies outside the mother's body.	Display pictures of turtle and chicken eggs. View film on laying of eggs by turtles and chickens. The teacher emphasizes that in turtles and chickens the sperm from the male joins the egg inside the mother's body. This is internal fertilization. The egg then moves outside the mother's body and develops.
The eggs of gerbils, hamsters, mice, dogs, cats, horses, and elephants are fertilized internally and grow into babies inside the mother's body.	Visit the nature room in the school, a local pet shop, or zoo to observe that some animals keep their babies inside their bodies until they are ready to be born.

Generalization: AN EGG FROM THE MOTHER AND A SPERM FROM THE FATHER UNITE TO PRODUCE A FERTILIZED EGG WHICH GROWS INTO A BABY

Content	*Learning Activities*
A mother has two ovaries inside her body. Ripe eggs are produced in the ovaries. A father has	Use models or overhead projector and/or chalkboard to show simplified diagrams of female and

two testes outside his body. Ripe sperm are produced in the testes. The union of a ripe egg and ripe sperm produces a fertilized egg.
The eggs of human mothers are fertilized internally and develop inside the mother's body.

male reproductive organs. Show diagrams of eggs and sperm. (Explain that these are magnified.) View appropriate films.

Generalization: FERTILIZED EGGS VARY IN THE TIME NEEDED TO PRODUCE A NEW INDIVIDUAL

Content

The fertilized eggs of some animals develop for a short time before the baby animal is fully formed and ready to be born.

The fertilized eggs of some animals develop for a long time before the baby animal is fully formed and ready to be born.

From fertilized egg to hatching
NAME AND DEVELOPMENT TIME

_____
_____
_____
_____
_____

Learning Activities

Discuss the length of time it takes to hatch a chicken's egg.

Have children research and report how long it takes other fertilized eggs to develop fully. Record findings on an information chart using pictures drawn or collected by the children. Note length of development period for each. Include some of the following: insects (housefly, moth), fish (guppies, salmon), amphibians (frogs, toads), reptiles (snake, turtles), birds (chicken, sparrow), mammals (dog, cat, elephant, cow).

Use a calendar to demonstrate the length of the human gestation period.

Generalization: ANIMALS AND HUMAN BEINGS VARY IN THE NUMBER OF OFFSPRING PRODUCED AT A GIVEN TIME

Content

Some animal mothers have many babies at one time.
Some animal mothers have only a few babies at a time.
Some animal mothers have only one baby at a time.
Human mothers usually have only one baby at a time; some mothers have two or more babies at one time.

Learning Activities

View films which show the number of offspring produced by fish, frogs, and turtles. Have children tell about litters produced by their pets (cats, dogs, white mice).

Visit local pet shop or zoo to check on number of offspring of domestic and wild animals.
Read books dealing with animal litters.

Have children tell about twins, in their own families or families of their friends.

Invite a mother of twins to school to tell how she cares for two babies at the same time.

Content and Suggested Learning Activities

GRADE PLACEMENT

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Continuity of instruction is also an important consideration in selecting generalizations. It is suggested, therefore, that teachers become familiar with the generalizations in the grade block preceding and following their own. This overview will aid them in planning a more sequential development of the generalizations in the program.

TIME ALLOTMENT

Family Living is not a discrete curriculum area but is taught in relation to such subjects as language arts, science, social studies, home economics, and health education. Classroom living and daily situations involving interpersonal relationships apart from any particular subject area frequently offer the teachable moment to develop a given generalization most naturally and effectively.

For these reasons the teacher is the best judge of how much time to give to the implementation of any generalization in this publication.

Note: Refer to the Introduction and Appendix for the psychosexual characteristics of children in the age group under consideration and for audio-visual and printed references.

Generalization: EACH MEMBER OF THE FAMILY IS ENTITLED TO RESPECT AND REASONABLE PRIVACY

Content	*Learning Activities*
Self-respect as well as respect and acceptance by others is important for building and maintaining self-esteem.	Have a panel discuss the theme, "How we feel about ourselves is reflected in how we treat others." Role play situations which emphasize mutual respect within a family: Respect and care for one another's mail and possessions, respect for one another's experiences and ideas; courteous treatment of one's family and friends; cooperative planning to celebrate a birthday, graduation, or

some other happy occasion in the family's life; willingness to sacrifice personal desire for need of another.

Recognition of an individual's right to privacy indicates respect for the individual human person and his need to be alone, at least occasionally.
Privacy requires careful allocation of living space in the home and where space is inadequate, the finding of alternate private places.

Discuss difficulty of providing for privacy in the sense of physical separation; suggest alternate places where private space can be found; e.g., in a library, in home of relative (aunt, grandmother), through use of a movable screen or simple partition.

Each family determines its own rules of privacy.
Parents respect their children's right to a reasonable degree of privacy.
Children respect their parents' privacy.

Generalization: MANY FORCES INFLUENCE THE INDIVIDUAL'S SOCIAL BEHAVIOR

Content	*Learning Activities*
The individual's social behavior reflects his moral and ethical values and is a product of many forces. Some of these forces are: Family School Religious affiliation Socio-cultural group Peer group Mass media	Discuss the influence of the family, school, religious affiliation, socio-cultural background, peer group, and mass media on pupils' behavior in situations such as: Helping the parents in the home Selecting clothing Making friends Deciding on and participating in leisure-time activities Setting up family rules Choosing movies, TV programs and reading materials Participating in community affairs Using money Agreeing with or opposing the peer group in relation to decisions and behavior.
Inherent in responsible social behavior is respect for oneself and consideration for others.	Talk about aspects of family life which are influenced by cultural background (attitudes toward grandparents, chaperones, etc.).
Growing up involves choosing one's own values from all those presented.	Discuss respect for differing values ways of living with them when they occur in a family; importance of building sound values and adhering to these values regardless of negative pressures.

Generalization: BOYS AND GIRLS NEED A VARIETY OF SOCIAL AND RECREATIONAL ACTIVITIES

Content	*Learning Activities*
Social and recreational activities offer opportunities for: Using up excess energy Making friends Expressing oneself in art, music, writing Developing skills in games, dancing, swimming, and other sports Developing leisure-time activities such as hobbies Having fun	Plan a balanced program of physical education (games, dance, and sports), utilizing the help of the district health and physical education coordinator.
	Organize class parties, emphasizing the need for cooperation. Encourage the use of skills and special talents of individual pupils.
	Hold a hobby show to illustrate the variety of interests within the class.
Every community has a variety of social and recreational facilities.	Do research and report on the social and recreational facilities within the immediate community and in the city in general.

Generalization: MEN AND WOMEN HAVE OVERLAPPING SOCIAL AND VOCATIONAL ROLES

Content	*Learning Activities*
One is either a male or a female; this need not limit one's vocational aspirations.	Discuss similarities and differences in roles of various family members. Compare variations in roles from family to family.
There are similarities and differences in male and female social and vocational interests.	
Both men and women look forward to a dual role: vocational achievement and parenthood.	
In many homes, mothers and fathers work outside the home and share in the work inside the home. (This varies from family to family.)	
Children learn their roles as boys and girls from their family and from outside influences.	Have pupils relate how they have acquired and developed special interests.
Children learn about their adult roles by observing adults' behavior firsthand and in the mass media.	Pupils describe an adult, real or fictional, whom they would like to emulate.

Generalization: HEREDITY IS A FACTOR WHICH INFLUENCES GROWTH AND DEVELOPMENT

Content	*Learning Activities*
Inside the nucleus of the sperm cell and egg cell are structures called chromosomes. These are	Display photographs and/or charts of giant chromosomes in the salivary glands of the fruit fly.

made up of genes which are the carriers of hereditary traits (eye, hair and skin color, etc.).

When fertilization occurs, the nucleus of the fertilized egg cell contains chromosomes from the mother and the father.

There is a wide range of differences with respect to physical characteristics of animals. This range of differences is true of human beings also.

Each individual has a unique pattern and schedule of growth.

(See S-1 List, Board of Education.)

Use microscope and prepared slide of an onion root tip section to show chromosomes.

Show photographs and/or diagrams of human chromosomes. (Select from an appropriate text.)

Illustrate the variety of physical characteristics by pictures of dogs and other animals.

Compare size of hands to indicate range of physical characteristics in human beings.

Make a survey of the height of pupils in class to show diversity. Illustrate results on a bar graph.

Generalization: ENVIRONMENT IS A FACTOR WHICH AFFECTS PHYSICAL GROWTH AND DEVELOPMENT

Content

Environment modifies hereditary traits. Some environmental factors which play a part in determining the lines along which one grows and develops include:

- Housing
- Nutrition
- Exercise
- Rest and relaxation
- Sunshine
- Cleanliness
- Fresh air
- Medical care

Some environmental factors which have an adverse effect on growth and development include:

- Inadequate nutrition
- Air pollution
- Water pollution
- Noise
- Slum housing
- Chemical pollution
- Pest infestation
- Alcohol, tobacco, drug, and substance abuse
- Inadequate medical facilities

Learning Activities

List the nutrients that are essential for maintaining good health. Include the specific value of each nutrient. Discuss the effect of different diets on health, weight.

Discuss the achievement standards of the national physical fitness tests. Compare results before and after a period of systematic training. Invite a college athlete or coach to lead a discussion on the relationship of rest and relaxation to success in athletics.

Ask a speaker from the Department of Sanitation to discuss garbage disposal, care of property; from the Department of Air Pollution Control to discuss problems of urban air pollution, measures taken by the city to reduce pollution, and the roles that individuals can take in ameliorating the problem. Survey the external state of neighborhood buildings as a motivational approach for a unit on housing.

Help pupils demonstrate the effect of external noise on hearing acuity by the use of a Sweep Frequency Audiometer.

View films dealing with alcohol, tobacco, drugs, and substance abuse.

Hereditary potential is achieved under optimum environmental conditions.	Have pupils relate personal and family experiences concerning the use of community medical resources. Set up a classroom experiment using white mice to show the influence of an optimum diet on growth and development.

Generalization: NUTRITIONAL NEEDS DURING PRE-ADOLESCENCE REQUIRE SPECIAL ATTENTION

Content	*Learning Activities*
The body needs all the nutrients to maintain health.	Make a chart showing the sources of various nutrients. Use illustrations from magazines and newspapers.
The amount of food needed by an individual is determined by age, metabolic rate, kind of activity, general state of health, etc.	Formulate a guide giving caloric content of various foods with information obtained from governmental agencies.
There are differences between minimum daily requirements and optimum daily requirements.	Have pupils research and report on nutritional and caloric needs of preadolescent boys and girls.
Many kinds of food contribute to meeting nutritional requirements (consider cultural preferences).	Ask pupils to bring in examples of foods used by various ethnic groups. Let them explain the basic nutritional value of each. Where possible, set up a "tasting" party.
Some pre-adolescent problems are related to nutrition (weight, skin condition, vitality, etc.)	Invite a Department of Health nutritionist to discuss the nutritional needs of the pre-adolescent. Show a film on the topic.

Generalization: MANY CHANGES OCCUR AT THE PREADOLESCENT PERIOD*

Content	*Learning Activities*
The rate of growth of each individual varies during his lifetime. After birth the most rapid periods of growth are during the first year and during pre-adolescence.	Have pupils make personal graphs on growth. Provide the height and weight information from the health cards. Note periods of greatest increase in growth. View a film depicting changes in growth and development during the pre-adolescent period.
Girls begin their pre-adolescent growth spurt and usually reach puberty at an earlier age than boys.	
The female reproductive system includes a pair of ovaries, two fallopian tubes (oviducts), uterus,	Use charts and transparencies and/or three dimensional models to show reproductive systems.

and the vagina. Eggs are present in a girl's ovaries when she is born, but they do not begin to ripen until she reaches puberty.

The male reproductive system includes: the penis, a pair of testicles (testes) which are enclosed in the scrotum (scrotal sac) and the associated tubes. The testes begin producing sperm at puberty.

There are few outward signs of the physical changes which are taking place in the male and female reproductive organs. Since girls and boys differ in the rate of their growth and development, there may be problems in boy-girl relationships.

Show pictures of egg and sperm. Discuss differences in size and structure. Invite the school doctor to discuss the physical changes occurring at puberty.

Generalization: PUBERTY INITIATES PHYSICAL CHANGES LEADING TO MANHOOD AND WOMANHOOD*

Content	*Learning Activities*
The major changes which take place at puberty are caused by hormones from the pituitary gland and the sex glands. The sex glands (gonads) are the ovaries in females and the testes in males. The ovaries begin to release mature eggs. The menstrual cycle starts.	View appropriate films on physical changes occurring during puberty.
Menstruation involves the following: One ripe egg is released from an ovary and moves to a fallopian tube about once every 28 days. In the meantime the wall of the uterus thickens and becomes full of capillaries. The egg is moved along the fallopian tube toward the uterus. If the egg is not fertilized, it breaks up and dissolves. After some time, the extra thickness of the wall of the uterus, some blood and fluid leave the body through the vagina. This is called the menstrual flow.	Show film on menstruation. Lead the discussion. Invite the school nurse to discuss further the hygiene of menstruation.
In the testes, sperm begin to develop. At times, semen which has sperm in it is released while the boy is sleeping. This is called a nocturnal emission or wet dream.	Prepare boys for the experience of nocturnal emission. Assure them that this can happen to any boy.
The age when puberty begins varies with individuals. Secondary sex characteristics develop:	Provide opportunities for pupils to submit unsigned questions as a basis for further discussion.

*Separate classes for boys and girls, where desirable.

Boys

Body fills out. Shoulders and chest broaden. Beard begins to grow. Hair appears under the arms and in the pubic region. Changes occur in the activity of the oil and sweat glands. Voice deepens.

Girls

Breasts develop. Body rounds out. Hips broaden. Hair appears under the arms and in the pubic region. Changes occur in the activity of the oil and sweat glands.

Parallel to the physical changes in puberty is the continuing development of sexual feelings. At one stage in the sexual maturity of young people, the practice of masturbation may arise. There is no scientific evidence to indicate that masturbation is harmful but attitudes toward it vary.

Since attitudes toward masturbation vary, it is suggested that questions about masturbation be referred to the child's parents and/or to experts in the fields of medical, psychological, and clerical guidance.

Generalization: EMOTIONAL CHANGES ACCOMPANY PHYSICAL CHANGES DURING PRE-ADOLESCENCE*

Content	*Learning Activities*
Body changes and growth spurts are a normal part of growing up.	Prepare pupils for emotional changes by showing a film dealing with feelings of inadequacy in the early adolescent.
Feelings of inadequacy are sometimes related to rapid and uneven physical changes.	Invite a guidance counselor to lead a discussion on the problems arising from rapid and uneven physical change.
Accepting one's capabilities and limitations is a factor in achieving and maintaining emotional health.	Have pupils read and discuss stories or biographies of young people who overcame problems of adolescence. Assure students that maturing slowly is not a physical disability.

Generalization: ALL LIVING THINGS ARE MADE OF CELLS*

Content	*Learning Activities*
All living things are made of protoplasm which has a colorless, jelly-like appearance. Protoplasm	Show a diagram of a typical animal cell on a wall chart or on a transparency.

*Separate classes for boys and girls, where desirable.

is organized into tiny packages called cells. Each cell consists of a nucleus and cytoplasm, inside of a thin sac called a cell membrane.	Display charts and pictures of various types of human cells including sperm and egg cells.
Cells differ in size, shape, and function. Groups of cells are organized into tissues (bone, muscle, skin) which have specialized functions.	Use a microscope with prepared slides to show types of human cells and human tissues.
Tissues are organized into organs and organs into systems (circulatory, digestive, skeletal, reproductive, etc.)	View a model of a human torso showing interrelationships of organs and body systems.
Sperm and eggs are cells. Sperm cells develop in organs called testes, part of the male reproductive system.	Illustrate human male and female reproductive systems through diagrams and/or transparencies.
Egg cells develop in organs called ovaries, part of the female reproductive system.	

Generalization: HUMAN BABIES DEVELOP FROM FERTILIZED EGGS*

Content	*Learning Activities*
The joining of an egg cell and a sperm cell is necessary to start a new individual.	View a film on fertilization.
Approximately every 28 days a ripe egg cell leaves an ovary and is moved into an oviduct (fallopian tube).	Follow on a chart the route of an egg cell from ovary, into the oviduct, uterus, and vagina.
When the sperm cells enter the female, the sperm cells swim from the vagina along the walls of the uterus into an oviduct (fallopian tube).	Indicate the path of sperm cells from testes through the penis.
The union of a sperm cell and an egg cell is called fertilization.	Show a diagram of a sperm cell entering an egg cell, a fertilized egg attached to the wall of the uterus.
The fertilized egg cell begins to divide and is moved towards the uterus where, as it grows, it embeds itself in the thick, soft lining.	
A fertilized egg cell grows into a new individual.	

*Separate classes for boys and girls, where desirable.

Generalization: HUMAN BABIES GROW AND DEVELOP DURING THE GESTATION PERIOD*

Content	*Learning Activities*
In the uterus, the embryo develops a spongy disc with many tiny finger-like projections (placenta). The finger-like projections protrude into the wall of the uterus. After eight weeks, the embryo is called a fetus.	Show a diagram and/or a transparency of a human embryo with its umbilical cord and placenta attached to the wall of the uterus.
Between the placenta and the embryo, a long cord (umbilical cord) is developed. The cord contains large blood vessels.	
In the placenta, food and oxygen pass from the blood of the mother into the blood of the fetus.	
Wastes from the fetus pass through the umbilical cord to the placenta and then into the blood of the mother.	Indicate on a chart the path of wastes from the embryo to the blood of the mother.
The fetus grows and is protected by a liquid and the amniotic sac which shield it from jars and jolts.	Use diagrams, transparencies, and pictures to show a fetus surrounded by liquid and the amniotic sac.
As the months pass, the mother's uterus keeps stretching to accommodate the growing fetus.	
A full-term pregnancy lasts about 280 days or approximately nine months.	
When the time comes for the baby to be born, muscles in the uterus begin moving the infant out of the uterus and through the vagina.	Use a series of models showing the birth of a baby.
At the first signs of labor, mothers in this city usually get medical help.	
Most babies are born head first. Once the delivery is completed, the umbilical cord is tied and severed without causing pain to mother or baby.	
The remainder of the cord, the placenta, and the extra thickness of the uterine wall are then expelled (afterbirth).	

*Separate classes for boys and girls, where desirable.

Content and Suggested Learning Activities

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Generalization: ENVIRONMENTAL FORCES INFLUENCE FAMILY LIVING

Content	*Learning Activities*
Physical factors that affect family life: Housing, neighborhood Nutrition (availability, quality) Educational facilities Working conditions Medical facilities and health services Recreation Transportation Protective services Pollution (air, water, chemical, etc.)	Bring in resource people to discuss the roles of government agencies in protecting community health. Survey the community for available family recreational resources. Have committees report on various types of pollution within the community, emphasizing their effect on family life. Discuss possible remedial measures. Read books such as *Silent Spring* by Rachel Carson to show the effect of pollutants on health.

Socio-cultural forces that affect family life: Ethnic background Religion Economic class Educational levels and opportunities Mass media	Discuss the relationship between educational opportunity and occupational success. Analyze samples of mass media advertising to show their effect on family finances. Discuss effect of poor housing on the family.
Family constellation and interaction are forces which affect family life: Interpersonal dynamics Home management Child-rearing practices	Research and report on the similarities and differences of family-life patterns of various ethnic groups. Make a chart of all household operations which are performed within a week and list the allocation of responsibility for each family member. Role-play family situations showing the differences between discipline and punishment. Talk about how the interaction of heredity and environment results in physical and social change for the individual and society.

Generalization: PERSONAL DECISIONS REFLECT ONE'S VALUES AND REQUIRE THAT ONE ACCEPT RESPONSIBILITY FOR THEIR OUTCOMES

Content	*Learning Activities*
Ability to make decisions is based on maturity level and experience. A defensible decision is based on principle rather than expediency and reflects one's personal values.	Recall or construct situations in which children of different ages are called upon to make decisions. Discuss whether principle or expediency determines their decisions. Have each student make a list of his own short- and long-range goals. Ask how he decided upon these goals and how he proposes to achieve them.
Making decisions may require resolution of conflicts between: Family codes and adolescent value systems Peer-group codes and one's personal value system Peer-group codes and school regulations Peer-group codes and family ways of doing things Family standards of behavior and those of the community	Use role-playing, films, literature, panel discussions, to explore problems in these conflict areas and their resolution.
Decisions in a family are arrived at in various ways: Unilaterally In an authoritarian manner	View films and/or filmstrips which deal with decision making by adolescents. Hold a "talk-out" in which parent and child take sides on a controversial topic, such as appropriate

By mutual consent
By family council

dress for school, choice of friends, hairstyle, use of spending money, etc. Is a decision reached? If so, how? Develop a class code of behavior.

Develop a two-column chart which lists problems frequently faced by families. Match each item with community resources which are available for assistance. (Refer to current edition of *Directory of Social and Health Agencies*, Columbia University Press.)

Professionals who can assist the family and/or an individual to reach difficult decisions may include:

Physician	Social worker
School counselor	Nurse
Pastoral counselor	Lawyer
Marriage counselor	Psychologist

Invite resource people to explain their role in helping families to resolve problems and arrive at decisions.

Generalization: INTERPERSONAL RELATIONSHIPS DEVELOP THROUGH A VARIETY OF SOCIAL ACTIVITIES

Content	*Learning Activities*
The ability to get along with others is developed initially within the family through relationships with parents, siblings, and other family members.	Identify social problem situations involving an anonymous family or one familiar on TV or radio. Dramatize unresolved family problems. (Class presents and evaluates alternative solutions to each problem.)
One's self-esteem affects how one acts towards others.	Show that the ability to get along with peers and adults is developed through membership in classes, clubs, teams, bands, and participation in other school or community activities.
	Encourage pupils to give examples from their personal experiences as members of clubs, teams, and other groups of how they have learned to get along with peers and adults.
Dating is a special kind of situation which requires responsible social behavior.	Discuss the advantages and disadvantages of double-dating and/or group-dating.
Boy-girl relationships require mutual self-control.	Arrange a coed panel to discuss the responsibility of a boy and girl toward each other on a date.
Boy-girl relationships involve responsibility toward parents.	

Generalization: DATING IN ADOLESCENCE MAY PROVIDE A BASIS FOR THE DEVELOPMENT OF MORE LASTING RELATIONSHIPS

Content	*Learning Activities*
Adolescent friendships help one understand oneself and the other sex.	Discuss qualities which promote friendship.
Dating provides the opportunity for young persons to be together on social occasions.	Identify low-cost activities suitable for dating, such as visits to museums, swimming, hiking, free TV shows, ferry rides, park concerts, and other community activities.
Some teen-agers find security in steady dating. Some factors to consider are: Responsibilities toward self, one another, parents, and family Limited opportunities to meet and maintain relationships with wide group of friends, to identify and compare desirable and undesirable qualities in sex Cost related to dating Scholastic achievement Physical intimacies	Discuss the pros and cons of going steady. Role-play: "How to terminate a going-steady relationship without seriously hurting the other person's feelings." Discuss the problems arising from "heavy petting."

Generalization: ACCEPTING RESPONSIBILITY IN BOY-GIRL RELATIONSHIPS IS RELATED TO SOCIAL AND EMOTIONAL MATURITY

Content	*Learning Activities*
Family and community attitudes and one's personal code of values influence sexual behavior.	View films related to teen-age sexual behavior as motivation for a panel discussion involving parents and pupils. Suggest books for individual reading. Provide opportunities for sudents to submit unsigned questions related to the theme of sexual behavior.
Irresponsible sexual behavior may: Invoke conflicting feelings Lead to health hazards Result in premarital pregnancy	
Community resources can assist in the prevention and amelioration of problems arising from irresponsible sexual behavior.	Invite a clergyman, a counselor, or other professional resource persons to participate in a discussion on aspects of irresponsible sexual behavior.

Generalization: TENSIONS DURING ADOLESCENCE MAY ARISE FROM A VARIETY OF FACTORS

Content	*Learning Activities*
Changes during puberty are often accompanied by increasing self-awareness and anxieties.	Review physical changes during puberty using a variety of audio-visual aids and appropriate reading material. Focus on range of physical differences and factors such as heredity and environment which influence these differences.
Some causes of anxiety are: Early or delayed onsets of pubertal changes Awareness of heterosexual urges Rapid, delayed, or uneven growth Presence of acne, postural deviations, etc.	Help students to understand that tensions are a normal part of growing up.
Adolescent tensions are often caused by need or desire to accommodate to peer-group standards in situations involving: Alcohol, tobacco, and drugs Sex Pornographic materials Choice of friends Manner of dress and speech Choice of recreation	Write an autobiographical sketch on adolescent problems. Discuss the background of legislative proposals related to use of alcohol, tobacco and drugs. Use buzz sessions and student panels to arrive at possible solutions to problems.
Desire for independence may cause strain in family relationships. This desire for independence may be reflected in: Rebellion against authority Conflict over use of money Disagreement over dress and appearance Conflict between youngster's aspirations and family expectations Disagreements regarding boy-girl relationships	Role-play situations which are characteristic of the "generation gap." Discuss responsibilities of adults and adolescents to reduce points of conflict between them which cannot be entirely removed. Make students aware of such resources as guidance counselors who are happy to listen to and advise students on individual problems.
Adolescent problems of immediate concern over which he has no control include: Unemployment of father and/or mother Long-term illness or death in the family Inadequate housing or income Parental discord Pressure resulting from community problems Mass media Adult alcohol or drug addiction	Survey and report on major community issues affecting adolescent values.

Generalization: THE ENDOCRINE SYSTEM INFLUENCES APPEARANCE, BODY FUNCTIONS, AND MENTAL AND EMOTIONAL BEHAVIOR

Content	*Learning Activities*
The endocrine glands are ductless glands which secrete chemical substances (hormones) directly into the blood. The hormones regulate body activities.	Show location of endocrine glands, using a chart, transparency, and/or a three-dimensional model.
	Display animal endocrine glands obtained, when possible, from local butcher.
The endocrine glands include: Pituitary Adrenal Thyroid and parathyroid Pancreas Thymus Gonads	View a film on the function of the endocrine glands.
The pituitary is the master gland upon whose activity the function of most of the other endocrine glands depends. The adrenal glands are important in situations which call for sudden bursts of energy.	Have a committee report on the effects of over-secretion and under-secretion of hormones.
The thyroid gland secretes thyroxin which regulates metabolic activity. The pancreas contains a group of cells (islet of Langerhans) secreting insulin which influences the utilization of sugar.	
The thymus has a function which is not clearly understood. However, the lessening of its function seems to lead to changes involved in puberty. The gonads (ovary and testes), in addition to producing sperm and eggs, produce hormones which regulate secondary sex characteristics.	
The testes produce the hormone, testosterone. The ovaries produce the hormone, estrogen.	

Generalization: PUBERTY INITIATES PHYSICAL CHANGES LEADING TO MANHOOD AND WOMANHOOD†*

Content	*Learning Activities*
The major changes which take place at puberty are caused by hormones from the pituitary gland and the sex glands. The sex glands (gonads) are the ovaries in the females and the testes in males.	View appropriate films on physical changes occurring during puberty. Provide opportunities for pupils to submit unsigned questions as a basis for further classroom discussion.

†This generalization may have been taught in grades 5-6. Presentation at this level may be more comprehensive because of difference in maturity level.

*Separate classes for boys and girls, where desirable.

The ovaries begin to release mature eggs. The menstrual cycle starts.

Menstruation involves the following: One ripe egg is released from an ovary and moves to a fallopian tube about once every 28 days. In the meantime, the wall of the uterus thickens and becomes full of capillaries. The egg is moved along the fallopian tube toward the uterus. If the egg is not fertilized, it breaks up and dissolves. After some time the extra thickness of the wall of the uterus, some blood, and some fluid leave the body through the vagina. This is called the menstrual flow.

Show film on menstruation. Lead discussion.

Invite the school nurse to lead a further discussion on the hygiene of menstruation.

In the testes, sperm begin to develop. At times, semen which has sperm in it is released while the boy is sleeping. This is called a nocturnal emission or wet dream.

Assure the boys that any boy may experience a nocturnal emission. Give suggestions for personal hygiene in relation to this experience.

The age when puberty begins varies with individuals.

Arrange "buzz" sessions or other informal groupings to enable students to develop questions, answers to which should be provided by appropriate resource persons.

The secondary sex characteristics develop at puberty:

Boys

Body fills out and muscles develop.
Shoulders and chest broaden.
Beard begins to grow.
Hair appears under the arms and in the pubic region and usually on chest.
Changes occur in the activity of the oil and sweat glands.
Voice deepens; Adam's apple develops.

Girls

Breasts develop.
Body rounds out.
Hips broaden.
Hair appears under the arms and in the pubic region.
Changes occur in the activity of the oil and sweat glands.

Parallel to the physical changes in puberty is the continuing development of sexual feelings. As one stage in the sexual maturity of young people, the practice of masturbation may arise. There is no scientific evidence to indicate that masturbation is harmful, but attitudes toward it vary.

Since attitudes toward masturbation vary, it is suggested that questions about masturbation be referred to the child's parents and to expert in the fields of medical, psychological, and clinical guidance.

Generalization: ALL LIVING THINGS ARE MADE OF CELLS†*

Content	*Learning Activities*
All living things are made of protoplasm which has a colorless, jelly-like appearance. Protoplasm is organized into tiny packages called cells.	Show a diagram of a typical animal cell on a wall chart or on a transparency.
Each cell consists of a nucleus and cytoplasm, inside of a thin sac called a cell membrane. Cells differ in size, shape, and function.	Display charts and pictures of various types of human cells including sperm and egg cells.
Groups of cells are organized into tissues, bones, muscle, and skin which do special jobs.	Use a microscope with prepared slides to show types of human cells and human tissues.
Tissues are organized into organs and organs into systems (circulatory, digestive, skeletal, reproductive, etc.).	View a model of a human torso showing interrelationships of organs and body systems.
Sperm and eggs are cells. Sperm cells, part of the male reproductive system, develop in organs called testes. Egg cells develop in organs called ovaries, part of the female reproductive system.	Illustrate human male and female reproductive systems through diagrams and/or transparencies.

Generalization: HUMAN BABIES DEVELOP FROM FERTILIZED EGGS (OVA)†*

Content	*Learning Activities*
The joining of an egg cell and a sperm cell is necessary to start a new individual.	View a film on fertilization.
Approximately every 28 days a ripe egg cell leaves an ovary and is moved into an oviduct (fallopian tube). The sperm cells enter the female when the male reproductive organ (penis) is placed into the opening of the female reproductive system (vagina). Sperm cells swim from the vagina along the wall of the uterus into an oviduct (fallopian tube).	Follow on a chart the route of an egg cell from ovary into the oviduct, uterus, and vagina. Indicate on a chart the path of sperm cells from testes through the penis.
The union of a sperm cell and an egg cell is called fertilization. The fertilized egg cell begins to divide and is moved toward the uterus where as it grows it embeds itself in the thick, soft lining.	Show a diagram of a sperm cell entering an egg cell; a fertilized egg attached to the wall of the uterus.
A fertilized egg cell grows into a new individual.	

†This generalization may have been taught in grades 5-6. Presentation at this level may be more comprehensive because of differences in maturity level.

*Separate classes for boys and girls, where desirable.

Generalization: HUMAN BABIES GROW AND DEVELOP DURING THE GESTATION PERIOD†*

Content	*Learning Activities*
In the uterus, the embryo develops a spongy disc with many tiny finger-like projections (placenta). The finger-like projections protrude into the wall of the uterus. After eight weeks the embryo is called a fetus.	Show a diagram and/or a transparency of a human embryo with its umbilical cord and placenta attached to the wall of the uterus.
Between the placenta and the embryo, a long cord (umbilical cord) is developed. The cord contains large blood vessels.	
In the placenta, food and oxygen pass from the blood of the mother into the blood of the fetus.	
Wastes from the fetus pass through the umbilical cord to the placenta and then into the blood of the mother.	Indicate on a chart the path of wastes from the embryo to the blood of the mother.
The fetus grows and is protected by a liquid and an amniotic sac which shield it from jars and jolts.	Use diagrams, transparencies, and pictures to show a fetus surrounded by liquid and the amniotic sac.
As the months pass, the mother's uterus keeps stretching to accommodate the growing fetus.	
A full-term pregnancy lasts about 280 days or approximately nine months.	
When the time comes for the baby to be born, muscles of the uterus contract and begin to move the infant through the vagina.	Use a series of models showing the birth of a baby.
At the first signs of labor, mothers in this city usually get medical help. Most babies are born head first. Once the delivery is completed, the umbilical cord is tied and severed without causing pain to mother or baby.	Use a question box to allow students to submit unsigned questions. These questions may be answered by the teacher or another resource person. Identify hospitals in area; discuss prenatal clinics.
The remainder of the cord, the placenta, and the extra thickness of the uterine wall are then expelled (afterbirth).	

†This generalization may have been taught in grades 5-6. Presentation at this level may be more comprehensive because of differences in maturity of students.

*Separate classes for boys and girls, where desirable.

Generalization: AN INDIVIDUAL'S PHYSICAL TRAITS ARE THE PRODUCT OF HIS HEREDITY

Content	*Learning Activities*
Protoplasm is the basic living chemical. Protoplasm is organized into units called cells, tissues, organs, and organ systems.	View living protozoa (paramecium, ameba, etc.) under a microscope. Make drawings of observations and label parts. Use three-dimensional models to show organs and organ systems.
There are many different types of cells.	Show examples of human cells and tissues using microscope slides, charts, and/or transparencies.
Chromosomes are found in the nucleus of each cell. Chromosomes are found in identical pairs.	Display photographs and/or diagrams of animal and human chromosomes.
Each type of living thing has its own number and kind of chromosomes (human beings have 46 in each cell).	
Chromosomes contain genes. Genes are strung along the length of a chromosome.	Illustrate, through drawings, how genes are strung lengthwise along the chromosomes.
Genes are made up of a chemical called DNA. Two genes control each of our traits. These genes are in identical places on twin chromosomes.	Show a filmstrip and/or slides which illustrate determination of sex.
Some genes are said to be dominant for a given trait. Some genes are said to be recessive for a given trait. In an individual who has a dominant gene and a recessive gene for the same trait, only the dominant factor will appear. Such a person is hybrid for that trait. An individual with two dominant or two recessive genes for a trait is pure for that trait.	
Cells reproduce in either of two ways: Mitosis (all cells including sperm and egg) Meiosis (sperm and egg cells only)	Use diagrams to show stages of mitosis and meiosis. View microscope slides of stages of mitosis in the onion root tip.
The inheritance of sex depends upon the "X" and "Y" chromosome contributed by the sperm and egg. A sperm may contribute either an "X" or "Y" chromosome. An egg can contribute only an "X" chromosome.	Show pictures of the 46 chromosomes of the egg cell showing "XX" sperm cell showing "XY"
An individual with an "XY" combination will be a male; an "XX" combination will be a female.	Call attention to the fact that it is the father's sperm which determines the sex of the boy.

*Grades 10, 11, and 12**

Content and Suggested Learning Activities

GRADE PLACEMENT

The allocation of the generalizations to a grade block rather than to a specific grade enables the teacher to select for instructional purposes those generalizations that are appropriate for the children in his class and relevant to their needs and interests. This is particularly true for teachers of prekindergarten and kindergarten children. Teachers will find that some of the material not presented to the entire group may be of use in answering individual questions. The maturity levels of pupils and the sociocultural backgrounds of the families that form the school community are factors to be considered in the selection of content and suggested learning activities.

Continuity of instruction is also an important consideration in selecting generalizations. It is suggested, therefore, that teachers become familiar with the generalizations in the grade block preceding their own. This overview will aid them in planning a more sequential development of the generalizations in the program.

TIME ALLOTMENT

Family Living is not a discrete curriculum area but is taught in relation to such subject areas as language arts, science, social studies, home economics, and health education. Classroom living and daily situations involving interpersonal relationships apart from any particular subject area frequently offer the teachable moment to develop a given generalization most naturally and effectively.

For these reasons the teacher is the best judge of how much time to give to the implementation of any generalization in this publication.

Note: Refer to the Introduction and Appendix for the psychosexual characteristics of children in the age group under consideration and for audio-visual and printed references.

Generalization: INDIVIDUALS SEEK QUALITIES IN OTHERS WHICH SATISFY THEIR OWN NEEDS

Content	*Learning Activities*
One's self-image is influenced by general factors such as: Socio-economic class Ethnic and racial group Educational opportunity Occupational opportunity Religious beliefs	Ask students to give examples of ethnic or racial pride. Read and discuss books, such as *The Status Seekers* by Vance Packard.
Increased interaction among socio-economic, religious, ethnic, and racial groups is causing change	Consider the issues which might arise in a mixed marriage.

*For those students who may leave school at the end of grade ten, it is suggested that the generalizations relating to marriage, for grades 10-12, be telescoped and developed in grade 10.

in established patterns of family life.

One's self-image is influenced, also, by specific factors such as:

Family image of itself
Family image of student
Peer image of student
Body image of student
Talents and achievements -- physical, intellectual, and social

How one feels about oneself will be reflected in how one feels and behaves toward others.

People select friends on the basis of qualities which they admire in them.

Compare and contrast the image a family might have of an adolescent with the image his peer group has of him.

Have students prepare lists of characteristics in the following series:

Qualities I like most about myself
Accomplishments of which I am proudest
Qualities that I admire most in others
Qualities that I would like to have

Discuss qualities one would look for in the person one would hope to marry.

Generalization: CONCERN FOR HUMAN WELFARE IS THE RESPONSIBILITY OF THE INDIVIDUAL, THE FAMILY, AND THE COMMUNITY

Content	*Learning Activities*
Some of the factors related to the improvement of the human condition are: Housing Education Health (physical, mental, environmental) Food production and distribution Job opportunities and employment Aesthetic expression (fine arts, dance, music, drama, etc.)	Analyze the role of the individual, the family, and the government in improving conditions in which people live. Have students read and report on books which deal with social problems, e.g., *To Kill a Mockingbird* by Harper Lee, *The Street* by Ann Petry, *The Outsider* by Susan Henton, *The Grapes of Wrath* by John Steinbeck. Make a survey of neighborhood housing needs, and prepare a report to be sent to community and governmental agencies. Identify and discuss current legislation dealing with education in urban areas; vocational training for the handicapped; social security and welfare; housing; environmental pollutants. Ask students to research and report on activities of the World Health Organization and UNICEF.
Social welfare programs Population control and family planning	Invite speakers from such community agencies as the Human Resources Administration, Community Service Society, and Planned Parenthood of New York City to discuss social welfare programs.
Values: Agreement or compromise on what is important.	Discuss the role of religion in determining values.

Generalization: FAMILY STRUCTURES VARY AMONG CULTURES

Content	*Learning Activities*
Some characteristics of American family culture are: Courtship period Monogamous marriage Nuclear family system replacing the extended family system Marriage based on personal affection and choice Belief in personal happiness as a criterion of a happy marriage Idealization of youth and its qualities Conflict between sexual standards and practice Increasing acceptance of the equality of sexes High incidence of divorce	Discuss the variety of family structures and cultural traditions related to family life which can be found in an urban area. Note the consequences of the nuclear family system replacing the extended family system (e.g., taking care of the older generation, dual role of wife and husband, etc.). Set up a panel consisting of such resource people as a clergyman, a physician, a social worker. Discuss the subject, "Conflict Between Sexual Standards and Practice."
Sexual behavior is influenced by social conventions which differ among cultures. Some differences between American family culture and other cultures: Courtship patterns Forms of marriage (monogamy, polygamy) Forms of control (matriarchal, patriarchal) Attitudes towards women and children Child-rearing practices Attitudes and behavior toward older generation	View a film depicting the courtship patterns of different cultures. Compare these with the American family culture. Have students research, report on, and discuss governmental programs in other countries related to the social welfare of the elderly. Compare these with programs in the United States.

Generalization: COURTSHIP AND ENGAGEMENT ARE PREPARATION FOR MARRIAGE

Content	*Learning Activities*
Some of the purposes of the courtship and engagement period are: To test the relationship in everyday situations To set up a financial plan	Discuss everyday situations which might test a relationship during courtship. Prepare a spending plan for a young couple on a stated income (include fixed, optional, and emergency expenses). Show how the budget would vary in the following situations: Changing from two incomes to one income Increase in size of family Increase in responsibilities (illness, education, etc.)

To explore and understand each other's values and attitudes on vital issues
To plan a home and future roles

Have students list issues which an engaged couple might explore for better mutual understanding (savings, insurance, vacation, presents, support of parents, church contributions, size of family).

Discuss activities which engaged couples might participate in or interests they might explore as a basis for mutual self-fulfillment (theatre, movies, dance, sports, family activities, etc.).

To establish relationships with future in-laws
To plan a wedding
To establish relationships between fiance/ fiancee and one's other friends.

Role-play situations, such as:

Meeting prospective in-laws for the first time
Inviting prospective in-laws to meet one's parents
Introducing fiance or fiancee to one's "own crowd."

Some problems that may arise during the engagement period are:

Conflicts in values (cultural and religious)
Personal differences
Parents' opposition
Length of engagement period
Use of money
Pre-marital sexual pressures

Suggest conflicts that might arise as a result of cultural, religious, or personal differences.

Discuss length of courtship period as related to possible success in marriage. Call attention to possible differences between boys' and girls' responsibility for sexual control during courtship.

Some responsibilities of marriage:

Legal (include separation, divorce, property rights, etc.)
Ethical
Social — Emotional
Financial — Sexual

Invite resource people, such as a lawyer, a social worker, a clergyman, and a banker to discuss the legal, ethical, social and financial responsibilities of marriage.

Generalization: MANY FACTORS CONTRIBUTE TO THE STRENGTH OF A MARRIAGE

Content	*Learning Activities*
Some factors which determine one's readiness for marriage are: Self-understanding and a sense of life's purpose Health status Emotional maturity Economic potential (this applies to both men and women)	Discuss meaning and importance of self-understanding. Ask students to list some characteristics of an emotionally mature person. Invite students to describe their concept of a successful marriage. Analyze and discuss situations dealing with marriage and family issues as they are reported and depicted in the mass media.

Some factors related to selecting a partner include: Basic values -- character, emotional maturity, attitude toward the home and family Physical attraction Intellectual and educational levels Socio-economic class Ethnic and racial background Religion Personal congeniality Earning power	Plan a TV program dealing with selecting a mate. Help students set criteria for a computer program to be used in selecting a date or mate.
Some factors involved in building a satisfying marriage include: Mutual respect Effective communication Compatible philosophies of life Mutual experiences Mutual goals (establishing a home, raising a family, planning for financial security, opportunities for continuing self-fulfillment) Understanding of human sexuality as a form of communication and an expression of love	Illustrate the need for communication in a family. Role-play situations in which emotions are dealt with in different ways: expression, repression, avoidance. Compare immature vs. mature reactions. Consider the factors which may enter into a determination of whether or not the wife will work. Obtain literature, visual aids, and speakers from the Women's Program of the New York State Department of Commerce. Discuss the responsibilities of partners in marriage with respect to serious deterioration of the health of one. Invite a speaker from the Child Welfare League to discuss the problems of adoption.

Generalization: A VARIETY OF SOCIAL FACTORS RELATED TO SEX AFFECT THE FAMILY

Content	*Learning Activities*
Some social problems related to sex are:* Unhappy marriages Divorce Venereal disease	Review causes of unhappy marriages. Have pupils read resource materials from local, state, and national health agencies on the problem of venereal disease. View slides and films. Invite resource consultants from the Bureau of Preventable Disease, Dept. of Health, or local medical societies to lead a discussion on V.D.
Prostitution	Analyze the relationship of prostitution to: Health Economics Law enforcement Code of values Social problems Use appropriate resources, such as the American Social Health Association.

*Important: Develop from factual point of view.

Out-of-wedlock pregnancies	Consider how the students' immediate and future goals are affected by an out-of-wedlock pregnancy. Discuss the male role in an out-of-wedlock pregnancy in terms of: the unborn child, mother, and families. Invite the school physician to discuss health hazards to mother and child in teen-age pregnancies. Emphasize the need for early prenatal care.
Abortion	Have students write to their legislators requesting information regarding existing and proposed laws on abortion.
Homosexuality	Invite a physician from a local mental health clinic to discuss homosexuality.
Pornography	Analyze the commercialization of sex in the mass media (TV, movies, books, magazines, theatre, etc.), the increase in pornography, and their possible effects on societal values. Discuss efforts to handle this problem.
Mass media influence sexual behavior.	

Generalization: MAINTENANCE OF THE FAMILY AND HOME INVOLVES MANAGEMENT OF MANY RESOURCES

Content	*Learning Activities*
Skill in managing the family income involves the following: Family spending plan Consumer credit Wise buying practices Planning for economic security Handling more than one income	Analyze different methods of controlling family expenditures, such as: Keeping records in a budget book Dividing income into envelopes for special purposes Dividing income among different family members for meeting special responsibilities Develop spending plans which show how basic needs change in the various stages of the family-life cycle. Have students indicate in what ways they spent money in the past month which might be considered wise or foolish. Use copies of consumer magazines available through the school library to enable students to report on their practical value. Discuss misleading or false advertising. Analyze requirements for credit eligibility using credit application forms obtained from department stores and leading institutions.

	Compute the true costs of purchases financed through credit buying.
	Discuss the financial pressures which arise at different stages of the family life cycle.
	Invite a speaker from the Social Security office to present information on government insurance programs.
Time, energy, and skills may substitute for money.	Show how interest in maintaining living quarters and family possessions, and the ability to repair them enable a family to keep a home attractive in spite of limited income.
The demands of modern society have resulted in changes in the roles of men and women. The dual role of a woman (family and career) requires a clarification of values, cooperation of all family members, and efficient home management.	Using literature dealing with family life in the early 1900's, have pupils analyze male and female roles. Compare these with present-day roles. Forecast family roles of the future.

Generalization: THE ENDOCRINE GLANDS REGULATE BODY ACTIVITIES*

Content	*Learning Activities*
The endocrine glands are ductless glands which secrete chemical substances (hormones) directly into the blood.	Show location of endocrine glands using a chart, transparency, and/or a three-dimensional model.
	View a film on the function of endocrine glands.
The hormones regulate body activities. The endocrine glands include: pituitary, adrenal, thyroid and parathyroid, pancreas, thymus, gonads. The pituitary gland is the master gland upon whose activity the function of most of the other endocrine glands depends.	Have a committee report on the effects of over- and under-secretions of hormones.
The adrenal glands are important in situations which call for sudden bursts of energy.	Discuss the importance of: Follicle-stimulating hormone Luteinizing hormone Luteotraphin Exytocin Estrogen Progesterone Placenta as an endocrine gland Relaxin from ovaries, uterus, and placenta Testosterone
The thyroid gland secretes thyroxin which regulates metabolic activity.	
Groups of cells in the pancreas (islet of Langerhans) secrete insulin which influences the utilization of sugar.	
The function of the thymus is not clearly understood.	

*This generalization may have been taught in grades 7-9. Presentation at this level is more comprehensive because of difference in maturity level.

Generalization: REPRODUCTION IS A BASIC FUNCTION OF LIVING THINGS

Content	*Learning Activities*
Some plants and animals reproduce asexually.	Demonstrate the following: Fission in ameba and paramecium Budding in yeast and hydra Sporulation in bread mold
Some plants and animals reproduce sexually.	Use a microscope and live materials.
Each type of reproduction has its own advantages.	Show the following, using live materials: Regeneration in planaria Vegetative propagation in plants
	Discuss the comparative values to the species of asexual and sexual reproduction.
	Have pupils report on the survival value of producing a variety of offspring in terms of successful adaptation to the environment.

Generalization: REPRODUCTION HAS A SPECIAL SIGNIFICANCE FOR THE SPECIES, SOCIETY, THE FAMILY, AND THE INDIVIDUAL

Content	*Learning Activities*
Reproduction is necessary to perpetuate the species.	Have committees research and report on species of animals which have become extinct.
Society needs healthy, contributing members. In the attainment of this objective, society must resolve problems related to food production and living space.	Use resource materials from the United Nations to help pupils find information on countries which have high rates of population increase. Help pupils to relate their findings to: Food production — Health Standard of living — Longevity
The family is the basic unit in our society. (Consider the variety of family structures.)	Discuss the relationship between family income and size of family in terms of parents' ability to help each child realize his potential.
Having and bringing up children is one of life's great responsibilities.	Select a fixed income and use it to prepare budgets for families of different sizes. After providing for minimum essentials, show differences in available funds for optional items, such as recreation, additional clothing, automobile, and luxuries.
Self-realization is aided through parenthood and participation in family life.	Encourage pupils to discuss how they themselves can assume some responsibility for achieving their potential.

Generalization: PRENATAL CARE IS ESSENTIAL FOR OPTIMUM HEALTH OF MOTHER AND BABY

Content	*Learning Activities*
The health considerations which apply to the prenatal period are the same as those which are important during one's entire life, but they are heightened for the mother and the unborn child during pregnancy.	Invite a physician from the Department of Health or local county medical society to discuss the health needs of the mother and the unborn child.
Self-medication should be avoided during pregnancy.	Discuss the importance of medical care for the very beginning of pregnancy.
Good prenatal care involves early and continuous medical supervision.	
Optimum nutrition, before as well as during, the child-bearing period of life, is of the utmost importance.	Plan sample family menus, and indicate adaptations for increased needs during pregnancy and lactation. Have students research and report on hunger in the United States and its effect on the total population. Use studies from the Department of Health, Education, and Welfare.
Factors which may have adverse effects on the health of both the mother and unborn offspring include use of alcohol, drugs, narcotics, and tobacco.	Read and discuss current literature on the effects of alcohol, drugs, narcotics, and tobacco on the unborn offspring and mother.
There are various community organizations which offer advice and consultation in the preparation of father and mother for the role of parenthood.	Identify community agencies which provide prenatal care and education for parenthood.

Generalization: PHYSICAL AND PSYCHOLOGICAL FACTORS INFLUENCE GROWTH AND DEVELOPMENT OF CHILDREN

Content	*Learning Activities*
Future parents have a need to understand the factors which influence the growth and development of children.	Review literature on patterns of child growth and development, which may be obtained from such sources as the Department of Health, Education, and Welfare.
Children grow at different rates and in their own ways.	Discuss variability in maturation levels. View films depicting various growth levels of children. Analyze a graph depicting the differences in height of various class members. (Separate by sex and age.)

Children need love and care appropriate to their stage of development.	Invite a resource person from the Bureau of Child Guidance or the New York Academy of Medicine to discuss the psychosexual developmental stages of growth.
Sexuality has developmental stages.	
Developmental tasks differ according to growth levels.	Arrange for students to visit the early childhood center of a local college and/or day nursery. Have them report on personal observations of children in various activities.
Stimulating experiences are needed in the area of language arts, music, and movement activity.	Encourage students to research, report on, and discuss current scientific studies dealing with the relationship of environmental stimuli with intellectual growth.
Reward and punishment are factors in achieving discipline.	Have students contribute articles, pamphlets, and pictures which they may use as reference material on child development.

Sample Literature Unit

The unit, "Changing Roles of the Adolescent As Seen Through Literature", suggests how concepts and objectives in the program in family living including sex education may be developed. Basic concepts may be adapted to fit into several subject areas, such as social studies, health education, or home economics. The basic format of this unit in literature may be used as one way of organizing content and learning activities in all subject areas.

CHANGING ROLES OF THE ADOLESCENT AS SEEN THROUGH LITERATURE

CONTENT AND DEVELOPMENT		
Objectives (Literature)	Approach	Grades: 7, 8, 9
Objectives (Family Living)	Sample Lesson Plan	Time: 2-3 weeks

Objectives (Literature)

1. To perceive that literature offers an opportunity:
   a. To try out a variety of roles (adult and adolescent)
   b. To observe the numerous ways of coping with problems and of finding possible solutions through the experiences of others
2. To appreciate how literature reflects life situations and contributes to our understanding of life
3. To learn to enjoy reading poetry and prose
4. To appreciate how the author, poet, or playwright uses literary techniques to express meanings or to crystallize feelings.

Objectives (Family Living)

1. To become aware of changes in feelings, attitudes, and behavior during adolescence
2. To acquire an appreciation of some of the contributing factors which cause and/or influence these changes in feelings, attitudes, and behavior, such as physical maturity and peer-group influences
3. To develop a cognitive and affective base for coping with personal, family, and social problems
4. To appreciate some of the underlying dynamics which cause behavior and modify interpersonal relations.

5. To clarify thinking and feeling regarding the usual tasks of adolescent development
   a. Achieving one's own identity as an individual
   b. Understanding and getting along with the other sex
   c. Understanding of one's own abilities, interests, and talents through discovering oneself
   d. Exploring opportunities in vocational fields related to one's abilities, interests, and talents
   e. Growing toward emotional maturity and independence
   f. Beginning to formulate values to guide one in life
   g. Appreciating one's responsibilities within the family.

Approach (Unit as a Whole)

Introduce the unit by initiating an open discussion related to these questions:

- How many of you have younger brothers or sisters? In what ways are you now different from the way you were at their age?

  Elicit: Size, shape, intelligence, judgment, interests, responsibility.

Have pupils follow up their discussion by making a checklist of the things their younger brothers and sisters can or cannot do. For example: Age of child

- He can - cannot - cross the street alone.
- He can - cannot - go alone on an errand to the grocery store.
- He can - cannot - count his own money.
- He can - cannot - play for two hours without being supervised.

In this way pupils may reach the following conclusions:

- Younger brothers or sisters vary in the amount of responsibility which they can be given.
- Two children of the same age group may vary in what they can or can't do.
- As some children grow older, they show a pattern of being able to assume a more responsible role in the family.

Adolescents may begin to understand the role of their parents and why parents may often seem reluctant to leave major decisions up to their children even though children may perceive themselves as ready for more responsible roles.

- In what ways, if any, does your life become more complex as you grow older?

  Elicit: Growing responsibility for self and others. Choices and decisions to be made.

- What are some of the decisions and goals you will be facing as you grow up?

  Elicit: Establishing peer-groups relations
  Becoming more independent of parents
  Securing further education or training
  Choosing a job
  Choosing a mate

- Must there be a "generation gap"? Can the "generation gap" ever be overcome?

  Elicit: Differences in point of view of parents and children regarding: curfews, allowances, dress.

SAMPLE LESSON PLAN: POETRY

TITLE: "Taught Me Purple" by Evelyn Tooley Hunt

Grades: 7, 8, 9 *Time:* One period (flexible)

TAUGHT ME PURPLE
by Evelyn Tooley Hunt

My mother taught me purple
Although she never wore it.

Wash-gray was her circle,
The tenement her orbit.

My mother taught me golden
And held me up to see it,

Above the broken molding,
Beyond the filthy street.

My mother reached for beauty
And for its lack she died,

Who knew so much of duty
She could not teach me pride.

Background Information

Evelyn Tooley Hunt uses the symbolism of color to convey the meaning for her poem. Briefly, a mother attempts to instill in her child a desire for the "better" things of life. The last two lines of the poem really contain the poet's message: "Who knew so much of duty She could not teach me pride."

The teacher may approach this poem in several ways, depending upon the maturity level of her class. From a literary point of view, she may develop the technique of symbolism or of the metaphor She may indicate how the poet's style, that is, the use of simple language, sets a tone of simplicity (only two difficult words in the entire selection). From a guidance point of view, she may indicate the difference in the values of the poet and her mother, and the universality of this type of difference in adolesence.

Aims

1. To have children understand the meaning of the poem, the differences in the values of the parent and the child

2. To encourage youngsters to explore the reason(s) for the conflict and to understand the thinking of the mother as well as that of the child

3. To help pupils to understand the literary device(s) by which the poet conveys meaning.

Approach

Suggestion: As a preliminary assignment, the teacher asks pupils to select *one* picture from a magazine which illustrates what kind of life their parents want for them either now or in the future. Each pupil pastes his picture on a sheet of paper, and writes two or three sentences under the picture explaining why it was selected. The teacher should collect these papers, put the statements into summary form, and then read them to the class. A brief discussion may follow.

Immediate Approach

Questions	*Expected Answers*
Ask: Would you be pleased or displeased if someone told you that you were too "yellow" to speak up in an argument? Explain why.	The color, yellow, is often used to represent cowardice. Write on the chalkboard: Yellow = Cowardice Yellow = Happiness, gaiety
What does it mean if someone says, "I looked at his beautiful, new car and turned 'green'?"	Green = Envy or jealousy Green = Go, all clear
What is meant if you say that you have a friend who is "true blue"?	Blue = Loyalty Blue = Depression
What does the color purple represent?	Purple = Royalty Purple = Rage or sadness

Introduction

The teacher introduces the lesson by reading the poem, "Taught Me Purple". The teacher says, "Usually, we think of being taught subjects, such as mathematics or science. How can someone teach you purple?" (Pupils do not answer. This is a 'think' question.) "As we read, let's consider these questions: What did the mother attempt to teach her child? How did the child accept what she was taught?" The last two questions are written on the chalkboard. The teacher also writes the two difficult words: *orbit* and *molding.*

Development	*Content/Expected Answers*
Read the poem aloud.	
1. What do the first two lines of the poem tell us about the type of life this mother probably lived?	Hard, poor life - because the poem says she never wore *purple; purple* stands for royalty or ease.
2. How does the poet further reinforce the idea that the mother's life was not easy?	Lines, *"wash-gray was her circle, the tenement her orbit".*
3. What picture does the color, *wash-gray,* bring to your mind?	Dullness or drab life.
4. Why does the poet use the words, circle and orbit? What pictures do these words evoke?	The idea of being "trapped" in a confined area.
5. What is the difference between being taught *purple* and being taught *golden?*	*Golden* implies riches, glittering surface excitement; *purple* implies more subdued wealth.
6. How could the mother have held her child up "to see golden"?	Trips to better neighborhoods, visits to department stores, trips to botanical gardens to see natural golden beauties.

7.	How does the poet let us know what she feels about her own environment?	Words used, such as *filthy streets, broken molding, wash-gray.*
8.	What do you feel was the reason for the mother's death?	Implication that mother died of a broken heart because she did not attain the life which she desired.
9.	When the poet says, "who knew so much of duty", about whom is she speaking?	Elicit that the word *who* refers to the mother.
10.	What did the mother think was her duty to the child?	To teach her to want the "better" things the mother had desired.
11.	What does the child feel the mother failed to teacher her?	Pride.
12.	What is the general feeling of this poem?	Many acceptable answers (1) resentment, (2) sadness, (3) disappointment.
13.	Suppose you were the mother, how would you have taught this child pride despite the poor environment in which she lives?	Have pupils imagine themselves in parent's place. If no answers are forthcoming, go to next question.
14.	What are the things of which people may be proud even though they live in a poor environment?	Pride in oneself. Pride in family. Pride in achievement.

To summarize the meaning of the poem, let's look again at our original question. What did the mother attempt to teach her child, and how did the child accept what she was taught?

Assignment

Ask your parents if they can remember one thing which their parents wanted for them. Ask your parents whether they, too, wanted the same thing for themselves. Write about this in one paragraph for the next English period.

SUGGESTIONS FOR OTHER LESSONS

	Selections	*Development*
1.	SHORT STORY: "Split Cherry Tree" by Jesse Stuart. A young boy faces a conflict between the world of his father and that of his schoolteacher. The father finally closes the gap between the two worlds.	FAMILY LIVING: Adolescents are caught between the values of the world they have always known, namely, the home, and those of the outside world. LITERATURE: An author develops a character by dialogue or by contrast with other characters.
2.	SHORT STORY: "Ah Love, Ah Me" by Max Steele. A young boy makes himself appear foolish by trying to impress a girl whom he greatly admires.	FAMILY LIVING: Adolescents need to clarify their thinking and feeling regarding the usual tasks of development, such as understanding and getting along with the opposite sex.

LITERATURE: Literature provides the reader with an opportunity to project himself into the role or situation of a fictitious character; this can be done within the format of the short story which deals usually with a single incident in the life of the leading character.

3. PLAY: "A Matter of Pride" by Frank Gilroy. A young boy about to attend his graduation from high school finds that his father is financially unable to buy him a suit. The grandfather offers his own suit to his grandson. The boy is torn between breaking his grandfather's heart and risking peer-group ridicule by wearing the suit.

FAMILY LIVING: Adolescents may often find the necessity to sacrifice peer-group approval in order to maintain harmonious relations within the family.

LITERATURE: The playwright draws character for us by skillfully using dialogue to reveal what the major characters think.

ACTIVITIES

WRITTEN

Pupil autobiographies
Teen-talk news-sheets
Advice to Lovelorn columns
Compositions (teen problems)
Expressional poetry (all forms)
Character sketches (family portraits)
Written role-playing
Diaries

ORAL

Role-playing
Debate
Buzz session
Panel discussion
Dialogue
Reporting

DRAMATIC

Pantomime
Role-playing
Acting
Poetry reading

ARTISTIC

Bulletin boards
Illustrations
Cartoons
Topical pictures from magazines

CULMINATING ACTIVITY

Each member of the class is to write about a personal problem and its successful solution. Members of the class may contribute additional methods of handling the problem. These problems may be discussed anonymously.

The problems can be categorized (e.g., sibling, parental, social) and compiled in booklet form with a variety of solutions appended. The booklet may also include readings and films related to the content areas discussed. The completed book can then be presented to the library.

Sample Science and Health Education Unit

Pre-adolescents are very much interested in and concerned about their physical growth and development. The rapid spurt in growth and the many changes often result in anxieties concerning physical development. Young people at this age need information and guidance to help them accept their changing, maturing selves, and an opportunity to discuss freely their concerns about pubertal development.

This unit has been designed to satisfy these needs. A variety of visual aids and printed materials will help to provide factual information. Through the guidance of the teacher the anxieties of the students can be lessened and the development of wholesome attitudes effected. The unit should be developed for each class in terms of its particular needs and interests. Separate classes may be conducted for boys and girls where desirable.

Unit: PHYSICAL ASPECTS OF PUBERTY AND ADOLESCENCE

CONTENT AND DEVELOPMENT

Objectives
Approach
Development
Activities
Evaluation
Sample Lesson Plan
Instructional Materials

Grades: 5, 6

Time: 3-4 weeks

Objectives

1. To develop an acceptance of one's emerging human sexuality
2. To acquire knowledge of the physical aspects of pubertal growth and development
3. To understand that the changes which occur during adolescence prepare boys and girls for their roles as men and women
4. To become aware of the uniqueness of individual growth patterns
5. To realize that all human beings go through the same stages in their life cycle
6. To understand the interrelationships of physical, social, and emotional growth patterns.

Approach

- Show the pictures of typical adolescents and of seven-or eight-year-old children. Elicit from pupils the observable likenesses and differences between the two groups, and note the fact that the

differences in appearance are related to differences in age. Ask the pupils what they think causes the changes as one grows from childhood into adolescence. Why are these changes so important?

- Ask: What is a typical fifth (sixth) grader like?
  Give the pupils the opportunity to talk about their ideas. List the characteristics that are discussed.
- Ask: How are fifth (sixth) graders different from those in the third grade? What changes have taken place? What causes these changes? What will these fifth (sixth) graders be like when they are in the seventh (eighth) grade?
- Show pictures of baby boys, baby girls, men, and women. Ask: How do these babies become men and women? What does growing up mean?
  Encourage the pupils to discuss the various ways in which a person matures.

  Ask: How does your body change as you grow up?

Development

1. The rate of growth for each individual varies during his lifetime.
2. The most rapid periods of growth after birth are during the first year and during preadolescence.
3. Many changes occur during the preadolescent period.
4. The age at which puberty begins varies with individuals.
5. The major changes which take place at puberty are caused by the hormones from the pituitary glands and the sex glands (testes and ovaries).
6. Girls usually reach puberty at an earlier age than boys.
7. The female reproductive system includes a pair of ovaries, two fallopian tubes, a uterus, and a vagina.
8. Although eggs are present in a girl's ovaries when she is born, the eggs do not begin to ripen until she reaches puberty. At that time, the menstrual cycle begins.
9. Many physical changes take place during the menstrual cycle.
10. There are many physical changes at puberty, including the development of the secondary sexual characteristics.
11. In boys, the testes begin to produce sperm at puberty. Nocturnal emissions may begin at this time.

Activities

Using pictures of pre-adolescents, show variations in body build. Discuss reasons for differences.

Have a buzz session: What is a typical teenager like?

Make lists of changes which take place in boys and in girls at puberty.

Ask the pupils to bring in pictures of themselves at an earlier age. Discuss the physical changes that have taken place.

After teacher sets up a question box, have pupils submit questions they would like to have answered by the teacher.

Find out how the glands affect pubertal development. Use charts or transparencies to show location of the glands.

Use charts or transparencies to review the menstrual cycle.

Make a graph of the heights of boys and girls. Discuss reasons for differences among the boys, among the girls, between the boys and the girls.

Discuss the reasons that some boys and girls reach puberty later than others in their age group.

Talk about the ways in which pubertal changes can affect social life.

Write a description of a typical teenager.

What health rules should teenagers follow?

Make a list of recreational activities for teenagers.

Use filmstrips, charts, and/or transparencies of the male reproductive system to show the changes that occur at puberty.

Compare male and female pubertal development.

Discuss: Why is the period of adolescence often called the *years of change?*

Bring in advertisements of products recommended for teenagers. Discuss the use and merit of these products.

Discuss why teenagers especially need good diets and sufficient rest.

Visit the Hall of Man, American Museum of Natural History, to see materials on the reproductive systems and growth patterns in males and females.

Evaluation

Have each member of the class write a brief composition comparing himself to the average teenager.

Have pupils prepare a checklist of physical changes occurring during puberty.

Give a knowledge test of the biological terms related to puberty.

SAMPLE LESSON PLAN

Topic: The Female Reproductive System - Menstruation*

Objectives

To learn that the menstrual cycle begins at puberty

To understand that menstruation is one sign that a girl is becoming a woman and that she may be able to have children

To be aware of the fact that each girl develops into womanhood at her own rate

To learn about the physical changes that take place during the menstrual cycle

To realize that menstruation is a normal and natural function.

Materials

1. Charts or series of pictures of females in various stages of the life cycle.
2. Chart or transparency of the female reproductive system.
3. Film or filmstrip on menstruation.

Motivation

Use a chart or series of pictures showing stages in a female's life cycle.

Teacher: During a lifetime all of us go through various stages. The first stage after birth is this (show picture of baby or refer to chart).

Ask: "What will the next stage be?" Elicit from children what the next two stages will be. "This is the stage at which you are now (preadolescence). How is a person at this stage different from a toddler? This is the stage you will soon be at (adolescence). What are some of the signs that you are reaching this stage?"

Development

Show film or filmstrip on menstruation. "Let's look at the film (filmstrip) which will help you understand some of the changes occurring at this time in a girl's life.

What is puberty? At what age does puberty begin?

How does a girl know when she has reached puberty?

What parts of the body are involved in the process of menstruation?

Use a chart or transparency of the female reproductive system. Ask the pupils to point out the ovaries, the fallopian tubes, the uterus, and the vagina. Ask:

What is in the ovaries? When do these eggs begin to ripen?

How many eggs usually ripen at one time? (Introduce the word ovulation.)

How often do the eggs ripen? What happens after an egg leaves the ovary?

*Separate classes for boys and girls, where desirable. The same content, however, should be taught to both groups.

Have students trace the path of the egg after it breaks out of its follicle in the ovary.

What happens in the uterus when the egg leaves the ovary?

Why is there a thickening of the lining of the uterus?

What happens if the egg is fertilized?

Use a filmstrip, transparency, or chart to show the thickened uterine lining, the path of the egg to the uterus, and the embedding of the egg in the lining.

What happens if the egg is not fertilized?

Use a filmstrip, transparency, or chart to indicate the path of the egg, its disintegration, and the menstrual flow.

How long does the menstrual flow last? (Point out that the menstrual period refers to the length of the menstrual flow.)

Give the pupils an opportunity to ask questions and to discuss them.

Summary

1. What is meant by menstruation?
2. Why is the beginning of menstruation a sign that a girl can become a mother?
3. How should a girl take care of herself when she is menstruating? (This question might lead to a separate lesson on this topic.)

Conclusion

This is the time in your life when you are growing up, when there are many changes in your body. However, it is important for you to understand how and why you are changing. Although you've learned some of the ways that you change from girlhood to womanhood, there may still be questions you want answered. Write them down, and we will answer them in our next lesson. If you think of any other questions later on, hand them in, too. Don't put your name on the paper.

Note: The same information should be planned for boys' classes.

Note: A follow-up unit might be: How do the physical changes which occur at puberty and during adolescence affect an individual's emotional and social development?

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Hofstein, S. *The Human Story.* New York: Scott,Foresman, 1968.

Lerrigo, M., and Southard, H. *What's Happening to Me?* New York: Dutton, 1956.

FOR TEACHERS

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Child Study Association of America. *Sex Education and the New Morality.* New York: Columbia University Press, 1967.
Josselyn, Irene. *Adolescent and His World.* New York: Family Service Assoc., 1952.

AUDIO-VISUAL RESOURCES*

FILMS

Being Boys - Being Girls
Boy to Man
Girl to Woman
Glands and Hormones
Molly Grows Up (Eng. and Span.)
Physical Aspects of Puberty

FILMSTRIPS

Human Growth and Development Series:

Where Are Sperm Made?
Where Are Eggs Made?
Changing from Boy to Man
Growing into Manhood: A Middle School Approach
Growing into Womanhood: A Middle School Approach
Especially for Boys
Changing from Girl to Woman
How Do Sperm and Egg Join?

TRANSPARENCIES

Body Systems Series:

Reproductive Systems of Male and Female
Endocrine System: Male and Female

Wonder of New Life Series:

Female Reproductive System
Male Reproductive System
Pathway of the Egg
Sperm Formation

MULTI-MEDIA KIT

I Am Me (Cartridges, charts, transparencies) (See PreK-3 listing)

*See Appendix for complete information.

Text Materials*

Grade Level	
7-12	American Medical Association. *Miracle of Life.* Chicago: The Association, 1966.
11-12	Bachelor, Evelyn D., and others. *Teen Conflicts: Readings in Family Life and Sex Education.* Berkeley, Calif.: Diablo Press, 1966.
9-12	Bauer, W. W. *Moving Into Manhood.* Garden City, N.Y.: Doubleday, 1963.
7- 9	Boyer, Donald A. *For Youth to Know,* River Forest, Ill.: Laidlaw, 1966.
5- 7	– – –. *Human Growth & Reproduction. River Forest, Ill.* Laidlaw, 1967.
7- 9	Bruck, Charlotte M. *Focus: Student Activity Book.* Milwaukee: Bruce, 1968.
7-12	Butcher, Ruth L., and others. *Teen Love, Teen Marriage.* New York: Grosset & Dunlap, 1968.
11-12	Cain, Arthur. *Young People and Sex.* New York: John Day, 1967.
6- 8	Call, Alice L. *Toward Adulthood.* River Forest, Ill.: Laidlaw, 1964.
12	Cavan, Ruth Shonle. *Marriage and Family in the Modern World.* 2d ed. New York: Crowell, 1968.
10-12	Cohen, Sidney. *The Drug Dilemma.* New York: McGraw-Hill, 1969.
6- 8	Cosgrove, Margaret. *Eggs.* New York: Dodd, Mead, 1966.
10-12	Cross, Aleene. *Enjoying Family Living.* Philadelphia: Lippincott, 1967.
11-12	Day, Beth, and Liley, Margaret. *Modern Motherhood.* New York: Random House, 1967.
1- 3	– – –. *The Secret World of the Baby.* New York: Random House, 1968.
2- 6	De Schweinitz, Karl. *Growing Up.* New York: Macmillan, 1965.

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8-10	Dickerson, Roy. *Into Manhood.* New York: Association Press, 1954.
10-12	Diehl, H., and Dalrymple, W. *Healthful Living: A Textbook of Personal and Community Health.* 8th ed. New York: McGraw-Hill, 1968.
8-12	Diehl, H., and Laton, A. *Families and Children.* New York: McGraw-Hill, 1955.
10-12	Diehl, H., and others. *Health and Safety for You.* New York: McGraw-Hill, 1969.
10-12	Dodds, Robert C. *Two Together.* New York: Crowell, 1962.
9-12	Duvall, Evelyn M. *Family Living.* New York: Macmillan, 1961.
10-12	– – –. *Love and Facts of Life.* New York: Association Press, 1963.
10-12	– – –. *Why Wait Till Marriage?* New York: Association Press, 1965.
9-12	Duvall, Evelyn M., and Hill, Reuben. *When You Marry.* Bostion: Heath, 1967.
11-12	Duvall, Sylvanus. *Before You Marry.* New York: Association Press, 1959.
9-12	Eckert, Ralph. *So You Think It's Love!* New York: Public Affairs, 1950.
10-12	Flanagan, Geraldine Luke. *Nine Months of Life.* New York: Simon & Schuster, 1962.
K- 6	Follett Family Life Education Program. (6 books.) Chicago: Follett, 1969.
11-12	Fribourg, Arlette. *Every Girl's Book of Sex.* New York: Arc Books, 1967.
3- 4	Georgieu, Constantine. *Wait and See.* Irvington-on-Hudson, N.Y.: Harvey House, 1962.
10-12	Glassberg, B. Y. *Teen-Age Sex Counselor.* Woodbury, N.Y.: Barron's, 1965.

*Approved for use in Family Living including Sex Education pilot classes.

Grade Level	
6-12	Gottlieb, Bernard. *What a Boy Should Know About Sex.* Indianapolis: Bobbs-Merrill, 1960.
7-12	– – –. *What a Girl Should Know About Sex.* Indianapolis: Bobbs-Merrill, 1961.
5- 6	Gramet, Charles. *The Wonder That Is You.* New York: Abelard-Schuman, 1962.
5- 8	Gruenberg, Benjamin and Sidonie. *The Wonderful Story of You.* Garden City, N.Y.: Doubleday, 1960.
Pre-K-3	Gruenberg, Sidonie. *Wonderful Story of How You Were Born.* Garden City, N.Y.: Doubleday, 1952.
7-10	Head, Gay. *Boy Dates Girl.* New York: Scholastic, 1955.
5- 8	Hofstein, Sadie, and Bauer, W. W. *The Human Story.* Glenview, Ill.:Scott, Foresman, 1967.
1- 6	Irwin, Leslie W., and others. *The Dimensions in Health Series.* Chicago: Lyons & Carnahan, 1967.
9	Johnson, Eric. *Love and Sex in Plain Language.* New York: Lippincott, 1967.
9-12	Julian, Cloyd J., and Jackson, Elizabeth N. *Modern Sex Education.* New York: Holt, Rinehart & Winston, 1967.
7-10	Kirkendall, Lester. *Finding Out About Ourselves.* Chicago: Science Research Associates, 1956.
7-11	Kirkendall, Lester, and Osborne, Ruth. *Dating Tips for Teens.* Chicago: Science Research Associates, 1962.
10-12	– – –. *Understanding the Other Sex.* Chicago: Science Research Associates, 1955.
10-12	Krich, Aron. *Facts of Love and Marriage for Young People.* New York: Dell, 1966.
9-12	Landers, Ann. *Talks to Teen-Agers About Sex.* New York: Fawcett World Library, 1963.
7- 9	Landis, Judson R., and Mary C. *Building Your Life.* Englewood Cliffs, N.J.: Prentice-Hall, 1964.
9-12	– – –. *Personal Adjustment, Marriage & Family Living.* 4th ed. Englewood Cliffs, N.J.: Prentice-Hall, 1966.
11-12	Lerrigo, M., and Southard, H. *Approaching Adulthood.* Chicago: American Medical Association, 1966.
8	– – –. *Finding Yourself.* Chicago: American Medical Association, 1961.
7- 9	– – –. *What's Happening to Me?* New York: Dutton, 1955.
K- 3	Levine, Milton I., and Seligmann, Jean J. *A Baby Is Born.* New York: Golden Press, 1966.

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10-12	Lorand, Rhoda L. *Love, Sex, and the Teenager.* New York: Macmillan, 1965.
12	Mace, David. *What Makes a Marriage Happy?* New York: Public Affairs, 1959.
2- 4	McGovern, Ann. *Question & Answer Book About the Human Body.* New York: Random House, 1965.
9-12	Maternity Center Association. *Baby Is Born.* New York: The Association, 1959.
11-12	Milt, Harry. *Young Adults and Their Parents.* New York: Public Affairs, 1964.
9-12	Neugarten, Bernice. *Becoming Men and Women.* Chicago: Science Research Associates, 1955.
10-12	Offen, A. *Adventure to Motherhood.* New York: Simon & Schuster, 1964.
5-12	Osborne, Ernest G. *How to Deal With Parents and Other Problems.* New York: Grosset & Dunlap, 1966.
9-10	– – –. *Understanding Your Parents.* New York: Association Press, 1956.
7-12	*Better Living Encyclopedia.* (6 books) New York: Parents' Magazine Press, 1956.
11-12	Peterson, James. *Toward a Successful Marriage.* New York: Scribner's, 1960.
9-12	Podair, Simon. *Venereal Disease: Man Against a Plague.* Palo Alto, Calif.: Fearon, 1966.
10-12	Remmers, H.D., and Radler, D. H. *American Teenagers.* Indianapolis: Bobbs-Merrill, 1957.
9-12	Rhodes, Kathleen, and Samples, Merna A. *Your Life in the Family.* Philadelphia: Lippincott, 1964.
12	Sands, Sidney. *Growing Up to Love, Sex and Marriage.* North Quincy, Mass.: Christopher, 1960.
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9-12	Smith, Sally. *Nobody Said It's Easy.* New York: Macmillan, 1963.

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8-11 Southard, Helen. ***Sex Before Twenty.*** New York: Dutton, 1967.

5- 8 Williams, Mary McGee, and Kane, Irene. ***On Becoming a Woman.*** New York: Dell, 1968.

5- 7 Wilson, Maude, and DeWitt, C. ***The Human Body.*** New York: Golden Press, 1968.

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4-7	Abrahall, Clare. *Young Louis Braille.* New York: Roy, 1964.
K-3	Adelberg, Doris. *Lizzie's Twins.* New York: Dial Press, 1964.
6-9	Alexander, Arthur. *Hidden You: Psychology in Your Life.* Englewood Cliffs, N.J.: Prentice-Hall, 1962.
2-4	Allen, Gertrude. *Everyday Animals.* Boston: Houghton Mifflin, 1961.
6-9	American Girl Magazine. *Book of Teen-Age Questions.* New York: Random House, 1963.
5-8	Ames, Gerald and Wyler, Rose. *Food and Life.* Mankato, Minn.: Creative Educational Society, 1966.
6-9	Anderson, Sydney. *Lives of Animals.* Mankato, Minn.: Creative Educational Society, 1966.
K-2	Anglund, Joan. *Friend Is Someone Who Likes You.* New York: Harcourt, Brace & World, 1958.
1-3	– – –. *Love Is a Special Way of Feeling.* New York: Harcourt, Brace & World, 1960.
K-2	– – –. *Spring Is a New Beginning.* New York: Harcourt, Brace & World, 1963.
1-5	Ballard, Lois. *True Book of Reptiles.* Chicago: Childrens Press, 1957.
5-9	Bernheim, Marc and Evelyne. *From Bush to City.* New York: Harcourt, Brace & World, 1966.
7-9	Berry Mary. *Young Teens Plan Dates and Proms.* New York: McGraw-Hill, 1962.
3-6	Blough, Glenn. *Who Lives at the Seashore?* New York: McGraw-Hill, 1962.
5-8	Bontemps, Arna. *Famous Negro Athletes.* New York: Dodd, Mead, 1964.
K-2	Borack, Barbara. *Grandpa.* New York: Harper & Row, 1967.

Grade Level	
6-9	Borer, Mary. *Women Who Made History.* New York: Warne, 1963.
7-9	Bridges, William. *Wild Animals of the World.* Garden City, N.Y.: Doubleday, 1957.
6-9	– – –. *Zoo Expeditions.* New York: Morrow, 1954.
5-8	Broekel, Ray. *You and the Sciences of Plants, Animals and the Earth.* Chicago: Childrens Press, 1956.
4-8	Buck, Margaret. *Pets from the Pond.* Nashville, Tenn.: Abingdon Press, 1958.
4-8	– – –. *Small Pets from Woods and Fields.* Nashville, Tenn.: Abingdon Press, 1960.
Pre-K-3	Buckley, Helen. *My Sister and I.* New York: Lothrop, Lee & Shepard, 1963.
3-5	Buckley, Peter. *Okolo of Nigeria.* New York: Simon & Schuster, 1962.
K-3	Bulla, Clyde. *Valentine Cat.* New York: Crowell, 1959.
4-6	Burton, Maurice. *Bird Families.* New York: Warne, 1962.
3-5	Campbell, Elizabeth. *Fins and Tails.* Boston: Little, Brown, 1963.
3-6	Chandoha, Walter. *All Kinds of Cats.* New York: Knopf, 1952.
2-4	Conklin, Gladys. *If I Were a Bird.* New York: Holiday House, 1965.
5-9	Cooke, David. *Better Physical Fitness for Boys.* New York: Dodd, Mead, 1961.
6-9	Cosgrove, Margaret. *Wonders Inside You.* New York: Dodd, Mead, 1961.
6-9	Craig, Margaret. *Now That I'm Sixteen.* New York: Crowell, 1959.
7-9	Crayder, Theresa. *Sudden Fame.* New York: Macmillan, 1966.

**From "Library Book List for Elementary and Junior High Schools".*

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K-1	Davis, Daphne. *Baby Animal Book.* New York: Golden Press, 1964.
K-1	De Regniers, Beatrice. *Little Girl and Her Mother.* New York: Vanguard Press, 1963.
2-5	Deutsch, Babette. *I Often Wish.* New York: Funk & Wagnalls, 1966.
7-9	Du Jardin, Rosamond. *Wedding in the Family.* Philadelphia: Lippincott, 1958.
4-7	Earle, Olive. *Birds and Their Nests.* New York: Morrow, 1952.
6-9	Eckstein, Gustav. *Everyday Miracle.* New York: Harper & Row, 1960.
4-8	Fenton, Carroll. *Animals and Plants.* New York: John Day, 1962.
3-5	– – –. *Goldie Is a Fish.* Chicago: Follett, 1961.
K-2	Fisher, Margery. *But Not Our Daddy.* New York: Dial Press, 1962.
Pre-K-2	Flack, Marjorie. *Tim Tadpole and the Great Bullfrog.* Garden City, N.Y.: Doubleday, 1959.
3-6	Fox, Paula. *Likely Place.* New York: Macmillan, 1967.
3-5	– – –. *Maurice's Room.* New York: Macmillan, 1966.
1-3	Gans, Roma. *Birds Eat and Eat and Eat.* New York: Crowell, 1963.
3-6	– – –. *It's Nesting Time.* New York: Crowell, 1964.
3-6	Georgiou, Constantine. *Wait and See.* Irvington-on-Hudson, N.Y.: Harvey House, 1962.
7-9	Goodhart, Robert. *Teen-Ager's Guide to Diet and Health.* Englewood Cliffs, N.J.: Prentice-Hall, 1964.
K-2	Grayson, Marion. *Let's Do Fingerplays.* Washington, D.C.: Luce, 1962.
2-4	Greene, Carla. *Trip to the Zoo.* New York: Lantern Press, 1962.
3-5	Harris, Louise and Norman. *Little Red Newt.* Eau Claire, Wisc.: Hale, 1958.
5-9	Harrity, Richard and Martin, Ralph. *Three Lives of Helen Keller.* Garden City, N.Y.: Doubleday, 1962.
5-9	Hecht, Bessie. *All About Snakes.* New York: Random House, 1956.
4-6	Hess, Lilo. *Sea Horses.* New York: Scribner's, 1966.

Grade Level	
5-8	Hickok, Lorena. *Story of Franklin D. Roosevelt.* New York: Grosset & Dunlap, 1956.
1-4	Hinshaw, Alice. *True Book of Your Body and You.* Chicago: Childrens Press, 1959.
K-3	Hoban, Russell. *Baby Sister for Frances.* New York: Harper & Row, 1964.
K-2	Hoffman, Elaine, and Hefflefinger, Jane. *About Family Helpers.* Chicago: Melmont, 1967.
5-8	Hofmann, Melita. *Trip to the Pond.* Garden City, N.Y.: Doubleday, 1966.
4-7	Hogner, Dorothy. *Frogs and Polliwogs.* New York: Crowell, 1956.
2-4	Hornblow, Leonora and Arthur. *Animals Do.* New York: Random House, 1964.
2-5	Ivins, Ann. *Turtles: Beginning Knowledge Book.* New York: Macmillan, 1965.
6-9	Jacobs, Helen. *Better Physical Fitness for Girls.* New York: Dodd, Mead, 1964.
7-9	Jones, Candy. *Time to Grow Up.* New York: Harper & Row, 1962.
1-3	Jordan, Helene. *How a Seed Grows.* New York: Crowell, 1960.
6-9	Joy, Charles. *Race Between Food and People.* New York: Coward-McCann, 1961.
Pre-K-1	Krasilovsky, Phyllis. *Very Little Boy.* Garden City, N.Y.: Doubleday, 1953.
5-6	Lauber, Patricia. *Your Body and How It Works.* New York: Random House, 1962.
K-2	Lenski, Lois. *Little Family.* Garden City, N.Y.: Doubleday, 1932.
3-6	Lerner, Marguerite. *Red Man, White Man, African Chief: The Story of Skin Color.* Minneapolis: Lerner, 1961.
3-5	McClung, Robert. *Spotted Salamander.* New York: Morrow, 1964.
Pre-K-3	McNulty, Faith. *When a Boy Goes to Bed at Night.* New York: Knopf, 1963.
2-6	Milne, A.A. *Now We Are Six.* New York: Dutton, 1961.
5-8	Mirsky, Reba. *Beethoven.* Chicago: Follett, 1957.
3-5	Montgomery, Elizabeth. *Alexander Graham Bell: Man of Sound.* Champaign, Ill.: Garrard, 1963.
4-6	Myrus, Don. *Man's Work.* New York: Macmillan, 1965.

Grade Level

3-6 Nash, Ogden. ***Boy Is a Boy.*** New York: Watts, 1960.

3-6 – – –. ***Girls Are Silly.*** New York: Watts, 1962.

5-8 Neurath, Marie. ***Too Small to See.*** New York: Lothrop, Lee & Shepard, 1956.

2-4 Orleans, Ilo. ***Zoo That Grew.*** New York: Walck, 1960.

2-4 Palazzo, Tony. ***Did You Say Dogs?*** Champaign, Ill.: Garrard, 1964.

K-3 Podendorf, Illa. ***True Book of Animal Babies.*** Chicago: Childrens Press, 1955.

2-4 – – –.***True Book of Animal Homes.*** Chicago: Childrens Press, 1960.

1-4 Posell, Elsa. ***True Book of Dogs.*** Chicago: Childrens Press, 1961.

5-8 Ravielli, Anthony. ***Wonders of the Human Body.*** New York: Viking Press, 1954.

6-9 Rittenhouse, Mignon. ***Seven Women Explorers.*** Philadelphia: Lippincott, 1964.

4-9 Rollins, Charlemae. ***Famous American Negro Poets.*** New York: Dodd, Mead, 1965.

2-4 Rush, Hanniford. ***Backyard Birds: Beginning Knowledge Book.*** New York: Macmillan, 1964.

4-6 Saunders, Blanche. ***Dog Care for Boys and Girls.*** New York: Scott, 1949.

5-9 Schneider, Herman and Nina. ***How Your Body Works.*** New York: Scott, 1949.

3-6 Schoenknecht, Charles. ***Ants.*** Chicago: Follett, 1961.

4-7 Schwartz, Elizabeth, and Charles. ***Bobwhite, from Egg to Chick to Egg.*** Eau Claire, Wisc.: Hale, 1959.

4- Selsam, Millicent. ***Animals as Parents.*** New York: Morrow, 1965.

4-6 – – –. ***How Animals Live.*** New York: Morrow, 1963.

K-2 – – –. ***You and the World Around You.*** Garden City, N.Y.: Doubleday, 1963.

2-4 Shackelford, Nina and Burks, Gordon. ***Bird Nests.*** New York: Golden Press, 1962.

Grade Level

K-2 Slobodkin, Louis. ***Friendly Animals.*** New York: Vanguard Press, 1944.

K-1 – – –. ***One Is Good but Two Are Better.*** New York: Vanguard Press, 1956.

6-9 Smaridge, Norah. ***Looking at You.*** Nashville, Tenn.: Abingdon Press, 1962.

4-6 Sootin, Laura. ***Let's Go to a Zoo.*** New York: Putnam's, 1959.

Pre-K-4 Tresselt, Alvin. ***Under the Trees and Through the Grass.*** New York: Lothrop, Lee & Shepard, 1962.

K-6 Turner, Eloise, and Fenton, Carroll. ***Inside You and Me.*** New York: John Day, 1961.

4-6 Uhl, Melvin. ***About Creatures That Live.*** Chicago: Melmont, 1966.

1-4 Watson, Jane. ***Wonders of Nature: A Child's First Book About Our Wonderful World.*** New York: Simon & Schuster, 1962.

6-9 Weart, Edith. ***Story of Your Glands.*** New York: Coward-McCann, 1963.

3-5 Wise, William. ***Franklin Delano Roosevelt.*** New York: Putnam's, 1967.

Pre-K-2 Wyse, Lois. ***Grandfathers Are to Love.*** New York: Parents' Magazine Press, 1967.

Pre-K-2 – – – ***Grandmothers Are to Love.*** New York: Parents' Magazine Press, 1967.

3-5 Zim, Herbert. ***Fish.*** New York: Golden Press, 1959.

5-7 – – –. ***Frogs and Toads.*** New York: Morrow, 1950.

5-8 – – –. ***Goldfish.*** New York: Morrow, 1947.

5-9 – – –. ***Monkeys.*** New York: Morrow, 1953.

3-6 – – –. ***What's Inside of Me?*** New York: Morrow, 1952.

K-2 Zolotow, Charlotte. ***Big Brother.*** New York: Harper & Row, 1960.

Pre-K-2 – – –. ***Big Sister and Little Sister.*** New York: Harper & Row, 1966.

Audio-Visual Resources PreK-2

DIRECTIONS FOR ORDERING

1. The items listed are available for ordering under the regular procedures of the Bureau of Supplies. Item numbers, where available, distributors and cost are given to facilitate requisitioning.

   Where an item number is not available, the item may be purchased as a "non-list" item. The letters "N.L." indicate non-listed.

2. Asterisk* preceding item number indicates film is available on loan from the Bureau of Audio-Visual Instruction. Use BAVI central loan collection ordering procedures.

3. Filmstrips, slides, tapes, transparencies, recordings preceded by a dagger (†) have been sent to the Coordinator of Family Living in the district office, for ordering by local schools through that office.

4. A directory of distributors: page 110.

SLIDES AND TRANSPARENCIES

IMPORTANT: It is the responsibility of the teacher to select from the set of slides and/or transparencies those which are suitable for the maturity of the children using the material. Those not suitable at this time may be set aside for use at a future date.

FILMS:[1] FOR PUPILS

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
N. L.	ALL KINDS OF BABIES (C) Two urban families, one black and one white, are shown in parallel family situations, including getting married, having babies, and caring for the family. Both animal and human babies grow from eggs, each parent reproducing its own kind of living thing. Babies grow into children, then become teenagers, then become adults who will take their place in the community and repeat the cycle.	CAR	PreK-1	9 min.	$125.00
*27.867	ANIMALS GROWING UP Traces growth and development of baby puppies, chicks and a calf during the first few weeks of life. Shows how mother animals care for their young.	EBEC	PreK-4	11 min.	$ 60.00
*41.5	BABY ANIMALS Introduces and explains the parental care of animals. Shows a number of animals feeding and developing in their natural setting.	McG-H	PreK-4	11 min.	$ 60.00

1. 16 mm, sound

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
N. L.	EGG AND SPERM (C) In three successive sequences, students see that when the male sperm fertilizes the female egg, new life begins; first for a sea gull, then a chicken and finally a cat.	ST	K-6	10 min.	$120.00
*208.11	FARM BABIES AND THEIR MOTHERS (C) Farm animals and their young are shown. Their names are given, feeding habits shown and sound of each animal heard.	FAC	PreK-4	9 min.	$110.00
*208.91	FARMYARD BABIES (B/W) A variety of babies of the farmyard is shown in their farm homes.	COR	PreK-4	11 min.	$ 60.00
208.92	FARMYARD BABIES (C)	COR	PreK-4	11 min.	$120.00
211.2	FERTILIZATION AND BIRTH (C) Presents basic information on fertilization and birth in animals and humans, using live action and animation. Family relationships and the care of the young are stressed.	NEW	K-4	13 min.	$125.00
*222.041	FISH FAMILY, A (C) Complete reproductive cycle of blue acara fish including preparation, egg-laying, fertilization, care during incubation, nursery construction, transporting hatchlings to nurseries and guarding the young. Close family relationship shown.	MO	K-4	9 min.	$100.00
*233.1	FOREST BABIES (C) Shows growth and development of various kinds of animal babies in the forest, variations in rate of development, how mothers care for their babies.	GJ	PreK-4	11 min.	$115.00
N. L.	HAPPY LITTLE HAMSTERS (C) A story of two hamsters and their litter of eight babies. The film follows the complete life-cycle of the hamster with narration that is both humorous and informative.	NEW	PreK-4	13-1/2 min.	$150.00
*300.905	HUMAN AND ANIMAL BEGINNINGS (C) The film presents basic information about human reproduction and concepts of the family, live action and animation.	NEW	K-4	13 min.	$150.00
N. L.	IT TAKES A LOT OF GROWING (C) Shows the place of the child in the structure of the family unit; the differences between mothers and fathers, their roles as parents.	CAR	K-2	10 min.	$125.00
N. L.	LIFE FROM LIFE (C) Living things come from other living things of the same kind. This film shows the mating, egg-laying, fertilization and hatching of angel fish and leopard frogs.	ST	K-6	10 min.	$120.00
*369.02	MAKE WAY FOR DUCKLINGS (C) An iconographic film using the pictures and text of Robert McCloskey's picture story. Mr. and Mrs. Mallard raise a family of ducklings and their friend, Michael, and a policeman help them get through Boston traffic to their new home.	WW	PreK-2	10 min.	$120.00
*410.95	MOTHER HEN'S FAMILY (C) In story form, the development of a chicken egg is shown. There is correlation with arithmetic in the use of a calendar and number of eggs. Good pictures of the interior of a developing egg.	COR	1-2	11 min.	$120.00
*412.54	MR. AND MRS. ROBIN'S FAMILY (C) The story of a robin family from early spring to late fall.	COR	PreK-2	11 min.	$120.00
*410.99	MOTHER RABBIT'S FAMILY (C) A rabbit family at home in the woods. A little rabbit is shown on a journey through the woods until he is rescued by his mother and returns happily to his family.	EBEC	PreK-2	9 min.	$135.00
*517.1 517.11	ROBIN REDBREAST ROBIN REDBREAST (C) Follows Father and Mother Robin as they build a nest, share the incubation of the eggs, care for the young robins from the time of hatching until they are able to leave the nest and care for themselves.	EBEC	PreK-4	11 min.	$ 70.00 $120.00

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
*539.02	SEVEN LITTLE DUCKS (C) Carol, six years old, helps to care for a family of Muscovy ducks. Simple methods of feeding, watering, housing and fencing-in for protection are demonstrated; close-up photography shows the complete hatching of ducklings from the eggs.	BA	PreK-4	10 min.	$110.00
*N. L.	TAD THE FROG Tad's life from hatching to tadpole, to the full-grown adult are observed. We learn how he breathes and what he eats, how he grows and lives.	COR	PreK-4	11 min.	$ 60.00
N. L.	YOUR FIRST SIX YEARS (C) Students are asked to consider their own development as ability, self-expression and emotions are related to growth and learning during the first six years.	ST	K-4	10 min.	$120.00
*710	ZOO BABIES	COR	PreK-2	11 min.	$ 60.00
710.1	ZOO BABIES (C) Zoo animals and their offspring. Presents the physical characteristics and habits of baby monkeys, gnus, lions, peacocks, alligators and black bears and the relationship of the babies to their parents.				$120.00

FILMSTRIPS: FOR PUPILS

N. L.	ABOUT YOUR LIFE AND YOU (C) Deals with human sexuality, stressing the development of social responsibility within the family and in society. Self-respect and understanding of male and female roles and relationships are emphasized within broad context of life (filmstrip and record).	GL	K-4		$ 20.00
38210.1	ANIMAL BABIES (C) How animal babies are cared for. Examples include: bat, lion, opossum, skunk, rabbit, fox, beaver, bear, elephant, kitten, puppy, alligator, grasshopper, bird, whale.	SVE	PreK-4		$ 4.75
38340.11	ANIMALS AND THEIR YOUNG (C) Robin, duck, butterfly, frog, fish, kitten, colt, calf and their need for food, water and air.	McG-H	PreK-4		$ 4.00
37215	FAMILIAR ANIMALS AND THEIR FAMILIES (C)	SVE	PreK-4	(Set)	$ 27.00
37215.1	(1) MR. AND MRS. BEAVER AND THEIR FAMILY Family life of the beaver: their island home, the construction of a beaver lodge and the instruction of the young in all the things necessary for their survival.			(Each)	$ 5.00
37215.11	(2) MR. AND MRS. MALLARD AND THEIR FAMILY Life of the mallard: nesting habits, food-getting, moulting, protective coloration, and migration.				
37215.12	(3) MR. AND MRS. ROBIN AND THEIR SPRINGTIME FAMILY Life and development of the robin family: migration of the parent birds, choice of location, building of nest, and growth and development of the young.				
37215.13	(4) MRS. BEAR AND HER FAMILY Family life of the bear; eating habits, method of communication, and preparation for hibernation.				
37215.14	(5) MRS. COTTONTAIL AND HER SPRINGTIME FAMILY Life and habits of cottontail rabbits in their natural habitat.				
37215.15	(6) MRS. SQUIRREL AND HER FAMILY The squirrel: selection of home, food gathering, frolic and play of the young, and storing food for the winter.				
38755.19	FAMILIES IN THE ZOO (C) Family habits of a variety of animals.	PS	K-4		$ 6.00

ITEM NO.	TITLE	DISTRIB.	GRADE		COST
28675	FAMILY OUTINGS (C)	BOW	1-4	(Set)	$ 23.50
28675.1	(1) DAY AT THE SEASHORE A family spends a day at the beach playing in the water and collecting various forms of sea life.			(Each)	$ 5.00
28675.11	(2) FAMILY GOES SHOPPING A family goes shopping in a large department store and also in a neighborhood store.				
28675.12	(3) FAMILY PICNIC A picnic is enjoyed by everyone. Food and games are part of the day's activity.				
28675.13	(4) FAMILY VISITS THE ZOO A family visits the zoo. The children feed some of the animals.				
28675.14	(5) FUN AT THE PARK A family visits a park. The children enjoy the rides.				
36483.12	FINDING OUT HOW ANIMAL BABIES GROW (C)SVE Similarity of appearance from birth to maturity of such as cat and turtle. Dissimilar appearance is shown in life cycle of frog. Butterfly and robin life cycles also shown and compared.		K-4		$ 4.50
37352	FROM EGG TO CHICK (C) Construction of an incubator; steps in the development of a chick before hatching. Development of the frog and snake from egg is also shown.	McG-H	PreK-2		$ 6.90
29350	HOME COMMUNITY SERIES (C)	EBEC	1-2	(Set)	$ 30.00
29350.1	(1) BROTHERS AND SISTERS Steve likes his brothers and sisters, but some days things go wrong. However, he finds that he would be very sad without them.			(Each)	$ 6.00
29350.11	(2) FAMILY FUN Family finds fun in doing things together.				
29350.12	(3) GROWING UP Steve finds that growing up is a slow process but rewarding, even when it entails assuming new responsibilities.				
29350.13	(4) HELPING MOTHER AND THE FAMILY On Mother's birthday everyone helps with housework and in making a present for her.				
29350.14	(5) KEEPING BUSY Steve finds that keeping busy, either alone or with others, is the best way to have fun.				
N. L.	HUMAN GROWTH & DEVELOPMENT (30 filmstrips and recordings) (Progrm (Programs 1-20 for K-3) This is a complete program designed to explore the psycho-sexual aspects of family living and is constructed to be integrated with all subject areas in the elementary school curriculum. Emphasis is placed on sex role identity, interpersonal relationships, development of positive self-concepts and basic aspects of reproduction. Peer voices are used to narrate each filmstrip.	EPC	K-6		$400.00
	(1) WHAT ARE LITTLE GIRLS MADE OF A little girl's relationship to mother, father, sibling and friends in terms of sex-role identification.		K-3		
	(2) WHAT ARE LITTLE BOYS MADE OF A little boy's relationship to mother, father, siblings, and friend in terms of sex-role identification.		K-3		

ITEM NO.	TITLE	DISTRIB.	GRADE

(3) WHAT IS A FAMILY? K-3
Different size families and the home and vocational roles of each member of the family.

(4) WHO TAKES CARE OF ME? K-3
Parents, both human and animal, providing care, love, and direction of their children.

(5) IN OUR HOME K-3
Activities and responsibilities of various members of a family: sharing and keeping a room neat and clean,mother's and father's role; grandmother as a babysitter, aspects of privacy.

(6) WHEN I GROW UP (Female) K-3
Little girl comparing her own physical and social development with older sister, younger sister and mother. Aspiration to be like older sister and mother.

(7) WHEN I GROW UP (Male) K-3
Little boy comparing his own physical and social development with those of his older brother and father.

(8) BABY CHICK K-3
Two friends read how "chicks" are born. Simple explanation of animal fertilization process.

(9) DIFFERENT KINDS OF EGGS K-3
Exploration of the various kinds of animal eggs and how they are fertilized.

(10) BABY PLANTS K-3
Reproduction process in plants. Simple explanation of fertilization, role of insects in pollination, and the changes that take place after fertilization.

(11) HOW MANY CHILDREN? K-3
The variety in the number and kinds of eggs produced by animals. Human mothers usually have one - a comparison of identical and fraternal twins.

(12) TAKING CARE OF THE YOUNG K-3
The variety of activities that animals and humans perform in taking care of their young.

(13) TAKING CARE OF PETS K-3
Various kinds of pets, the care they need and the acceptance of responsibility for their well-being.

(14) WE'RE GOING TO HAVE A BABY K-3
A young child observes her pregnant mother. Explanation of how the baby developed, and the personal care and attention it needs.

(15) BEFORE BABY COMES HOME K-3
The job roles and activities in the home, of a father, young child and grandmother, in preparing for the arrival of a new baby.

(16) BABY IS HOME K-3
The roles of mother, father, and child in caring for a new baby: feeding, bathing, giving love and attention.

(17) HOW BABY GROWS K-3
Developmental stages of a baby: crawling, walking, talking, playing. Comparison made with a three-year-old child.

(18) MY FRIENDS K-3
Three friends explaining the kinds of activities they enjoy doing together. Emphasis on peer group interaction.

ITEM NO.	TITLE	DISTRIB.	GRADE	COST
	(19) SOME DAY I'LL BE (Girl) A girl observes the jobs of significant female adults around her and examines her own interests and talents in terms of vocational aspirations.		K-3	
	(20) SOME DAY I'LL BE (Boy) A boy observes the jobs of significant male adults around him and examines his own interests and talents in terms of vocational aspirations.		K-3	
	NOTE: Programs 21-30 for grades 4-6, see section Grades 3-6, p. 86.			
†27400	LIFE BEGINS (4 filmstrips, 12 charts) (Other titles in set are on other grade levels. These are not sold individually.)	EYE	PreK-2	$ 40.00
†2740.13	(1) MISS BROWN'S CLASS GOES TO THE ZOO This is intended to be used in the K-1 grades. It may also be used in the second and third grades and should precede filmstrip B, THE ZOO TRIP "SHOW AND TELL." Along with special projects (such as a trip to the zoo, bulletin board on animals, fish aquarium, and egg incubator), it can reinforce certain basic understandings of the differences between animals, identify mammal class, and begin to relate, by way of a study of mammals, to human reproduction. A basic vocabulary is introduced at this level.	EYE	PreK-2	
28050.1	LITTLE DUCKS (C) Little ducks investigate all kinds of food on the farm and finally return to Mother and their own dinner.	DOW	PreK-2	$ 5.00
51950	OUR NEIGHBORHOOD WORKERS (C) Work done by neighborhood workers. Also shows how many people are needed to work on any product before it reaches our home.	EYE	1-4	(Set) $ 30.00 (Each) $ 4.00
51950.1	(1) BAKER	51950.15	(6) BUTCHER	
51950.11	(2) DAIRYMAN	51950.16	(7) BANKER	
51950.12	(3) SHOEMAKER	51950.17	(8) WATCHMAKER AND JEWELER	
51950.13	(4) TAILOR	51950.18	(9) FRUIT AND VEGETABLE STORE	
51950.14	(5) OUR NEIGHBORHOOD LAUNDRY			
30589.17	STORY ABOUT PING (C) A duck finds out that it is better to stay with his family no matter what problems he has.	WW	PreK-2	$ 6.50
N.L.	THEY NEED ME (C) (1) My Mother and Father Need Me (2) My Baby Sister Needs Me (3) My Friends Need Me (4) My Dog Needs Me This set makes children aware of emotional and social interdependency.	CH	1-2	(Set) $ 26.00

RECORDINGS:[2] FOR PUPILS

75538	BE SURE MOMMY KNOWS WHERE YOU ARE Round-the-Mulberry-Bush. Story with vocal introduction.	BER	PreK-2	$ .25
75593	DADDY COMES HOME Song and music games to play with Daddy.	BER	PreK-2	$ 1.10
77728	LAUNDRY STORY (Side 1) BAKERY STORY (Side 2) A parent visits a laundry, then a bakery, with her child. Songs such as "Checking Our List" and "Cake Decorating Song" are presented.	BER	PreK-2	$ 2.70

2. *78 rpm*

ITEM NO.	TITLE	DISTRIB.	GRADE	COST

SLIDES: FOR PUPILS

N. L.	HOW BABIES ARE MADE — CREATIVE SCOPE Presents basic parts of sex education. 34 slides. Selected slides to be used.	CS	PreK-8	$ 12.00

TRANSPARENCIES: FOR PUPILS

7693.11	THE FAMILY Color transparencies with overlays.	3M	K-3	$ 30.00
7693.1	THE FAMILY Printed originals for production of transparencies.	3M	K-3	$ 1.25
N. L.	FAMILY LIVING AND SEX EDUCATION 1 basic document; 6 teaching-learning guides and 6 teacher-student resources bibliographies; 4 prepared color transparencies sets, (80 visuals).	3M	K-3	$151.95
N. L.	FAMILY LIVING AND SEX EDUCATION (1) Level 1: 20 transparencies, "The Family". Describes the role and responsibilties of individuals within the family.	3M	K-3	$ 35.00
N. L.	FAMILY AND SEX EDUCATION (2) Level 1: 20 transparencies, "Family Health". Describes how family members contribute to the health of each other.	3M	K-3	$ 35.00
N. L.	FAMILY LIVING AND SEX EDUCATION (3) Level 1: 20 transparencies, "Characteristics of Boys and Girls". Lists similarities and differences between boys and girls in appearance and activities.	3M	K-3	$ 35.00
N. L.	FAMILY LIVING AND SEX EDUCATION (4) Level 1: 20 transparencies, "Living Things from Living Things". Discovering that all living things come from other living things.	3M	K-3	$ 35.00

FLAT PICTURES: FOR PUPILS

7037	COMMUNITY HELPERS STUDY PRINTS (C)	BOW	1-2	(Set) $ 68.00
7037.1	(1) APPEARANCE HELPERS (10 prints) Helpers who keep us looking well-groomed.			(Each) $ 8.50
7037.11	(2) COMMUNICATION HELPERS (10 prints) Telephone, radio, newspaper, TV and other mass-media helpers.			
7037.12	(3) FOOD HELPERS (10 prints) Food preparation and food shops.			
7037.13	(4) HEALTH HELPERS (10 prints) Doctor, nurse and dentists.			
7037.14	(5) HELPERS WHO COME TO OUR HOME (10 prints) Repairmen and delivery services for the home.			
7037.15	(6) SAFETY HELPERS (10 prints) Police, firemen and other safety helpers.			

ITEM NO.	TITLE	DISTRIB.	GRADE		COST
7037.16	(7) SHELTER HELPERS (10 prints) Home builders.				
7037.17	(8) TRANSPORTATION HELPERS (10 prints) Land, air and sea transportation.				
7041.7	FOREST BABIES (B/W) Fawn, bear, mink babies, rabbit babies and others.	GL	PreK-2		$ 5.00
7093.14	NEIGHBORHOOD FRIENDS AND HELPERS (8 pictures)	SVE	1-2	(Set)	$ 8.00

MULTI-MEDIA: FOR PUPILS

N. L.	"I AM ME. . . " Comprehensive multi-media program on Sex Education. Components include: 1) Jayark Super 8 Projector, 2) Teachers Manuals (five parts), 3) 55 super 8mm cartridges, 4) 22 transparencies, 5) 10 wall posters, 6) growth charts, 7) 88 stand-up figures.	JAY		33 min.	$1,098.00
	(1) The Family		PreK-K		
	(2) How Life Begins		PreK-K		
	(3) Being a Boy, Being a Girl		3-5		
	(4) Growth Patterns of Boys and Girls		4-5		
	(5) Problems of Pre-Adolescence		4-5		

FILMS: FOR PARENTS

*28.4	ANSWERING THE CHILD'S WHY (B/W) Describes important aspects of the period when child begins to ask questions. Valuable for helping children make a harmonious adjustment to the world about them.	EBEC	PreK-2	14 min.	$ 86.00
*239.61	FRUSTRATING FOURS AND FASCINATING FIVES Follows a small boy's course through ages four and five. Takes up problems of discipline and shows what may be expected of and explained to a child of four or five. NOTE: This was produced by the National Film Board of Canada. It shows a white Canadian family in a non-urban setting. However, the principles of child growth and development are valid and well-presented.	McG-H	PreK-2 Parents Teachers	22 min.	$135.00
*353	LIFE WITH BABY How children grow mentally and physically from ages one to six, charted by Dr. Gesell of the Yale University Child Development Clinic; with illustrations.	McG-H	PreK-2	18 min.	$100.00
*448.583	PARENT TO CHILD ABOUT SEX (C) Intended to help parents answer questions young children ask. Also deals with adolescent problems such as masturbation, adolescent worries and menstruation. Summary by Dr. M. Calderone.	CLC	PreK-2	31 min.	$280.00
*551.72	SOCIABLE SIX TO NOISY NINE The Arden children: 6-year-old Betty, 8-year-old Peter, and 9-year-old Sandy, together with their neighbor, 9-year-old Jane Bates, illustrate typical kinds of behavior found in these age groups. The parents show how they cope with the difficulties which inevitably arise. (See note following FRUSTRATING FOURS AND FASCINATING FIVES.)	McG-H	PreK-2	22 min.	$145.00

ITEM NO.	TITLE	DISTRIB.	GRADE		COST

FILMSTRIPS: FOR PARENTS

27530	SEX EDUCATION U.S.A. (2 filmstrips, 2 records) Part I: 106 frames/20 min. Part II: 101 frames/19 min. Created with SIECUS to develop a clearer understanding of what Family Life and Sex Education includes, and when and how it is being taught across the country. Explores course structure, K-12 grade level development, teacher training and classroom techniques. Designed to help develop community support for the initiation and implementation of a Family Life and Sex Education Program.	GA	PreK-2 Parents Teachers		$ 35.00
N. L.	DR. FITCH TALKS TO PARENTS ABOUT SEX EDUCATION (12") 33-1/3 rpm Dr. Fitch talks to parents about how to: (1) establish communication with the child so that sex may be discussed frankly and openly; (2) help the child understand the wonder of the process of reproduction; (3) build a sense of judgment and responsibility about the use of sex.	NEW	PreK-2		$ 5.00

FILMS: FOR TEACHERS

*N. L.	ANSWERING THE CHILD'S WHY See annotation on p. 84.				
*239.61 239.62	FRUSTRATING FOURS AND FASCINATING FIVES (Color) Many situations in which characteristic behavior of 4 year olds may be studied.	McG-H	PreK-2	22 min.	$125.07 $210.07
266.13	GUIDING BEHAVIOR Shows several nursery school situations in which young children need adult help in learning to manage group and individual behavior.	CH	PreK-2	20 min.	$120.00
*353	LIFE WITH BABY How children grow mentally and physically from ages one to six, charted by Dr. Gesell of the Yale University Child Development Clinic; with illustrations.	McG-H	PreK-2	18 min.	$ 95.07
*448.583	PARENT TO CHILD ABOUT SEX				
*551.72	SOCIABLE SIX TO NOISY NINE				
27530	SEX EDUCATION U.S.A. Created with the Sex Information and Education Council of the U.S. (SIECUS) to develop a clearer understanding of what Family Life and Sex Education includes, and when and how it is being taught across the country.	GA	PreK-2		$ 35.00

Grades 3-6[3]

FILMS: FOR PUPILS

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
NOTE: See page 77 for general directions.					
N. L.	ADOLESCENCE, LOVE AND MATURITY (C) Students are introduced to the human values relating to reproduction as the film shows that animals mate by instinct, and without love. Human parents select each other because of their love and affection for each other. Fertilized eggs are called embryos and take on the characteristics of the kind of animal or human they represent.	ST	5-6	10 min.	$120.00
37.4	AS BOYS GROW (B/W) Deals with changes in puberty, for boys and girls.	CON	6	15 min.	$ 75.00
N. L.	BEING BOYS—BEING GIRLS (C) Students are asked to consider the many ways people grow - some tall, some short, some thin, some heavy. . but physical development is only part of growing up. New responsibilities at school, at home and to one's self require social growth as well.	ST	5-6	10 min.	$120.00
*56.88	BIOGRAPHY OF THE UNBORN (B/W) Creation of human life from moment of fertilization to moment when infant begins independent life; photography and animation.	EBEC	6	17 min.	$ 90.00
*71.84	BOY TO MAN (C) Develops an understanding of the physical changes which occur during adolescence and the wide variation in the range of normal for those changes. Attempts, by improving understanding, to diminish some of the tensions and fears of adolescence.	CH	6	16 min.	$180.00
*155.6	DAY LIFE BEGINS, THE (B/W) Traces reproductive process from amoeba to man. Shows scenes of birth of turtles and puppies. Development of human baby is explained.	CAR	6	23 min.	$130.00
206.78	FAMILIES AND JOBS: RISA EARNS HER DIME (C) Film explains how Risa earns money doing odd jobs around the house to buy the things she wants and how her father earns money to buy food and clothing for the family.	McG-H	3-4	9 min.	$110.07
N. L.	FERTILIZATION AND DEVELOPMENT (C) Using common house cats, the film shows in live and animated photography how mammals fertilize a female egg inside the female body and that the fertilized egg grows and develops there.	ST	K-6	10 min.	$120.00

[3] *Some titles in the PreK-2 Section may also be used in grades 3-6. Check grade designations in PreK-2 lists for these items.*

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
*252.5	GIRL TO WOMAN (C) Explains some of the common physiological manifestations of maturation. Designed for girls just entering adolescence. Develops an understanding of the physical changes which occur during adolescence; establishes that there is a wide variation in the range of normal for those changes, improves understanding to diminish some of the tensions and fears which contribute to the emotional turbulence of adolescence.	CH	6	18 min.	$180.00
N. L.	GLANDS AND HORMONES (C) The film describes, in factual detail, the sexual development of both boys and girls at puberty.	ST	5-6	10 min.	$120.00
*300.98	HUMAN GROWTH, 2nd Ed. (C) Presents the basic facts of reproduction, growth and development in a setting designed to promote class discussion.	CH	5-6	20 min.	$200.00
*301.1 (Eng. & Span.)	HUMAN REPRODUCTION (B/W) Shows the structure and function of both the male and female reproductive systems and how the miracle of human birth is accomplished. Uses still and animated drawings to present the reproductive process from conception to birth.	McG-H	5-6	21 min.	$120.00
N. L.	IT'S WONDERFUL BEING A GIRL (C) Story of menstruation. Oriented to upper middle-class suburban area. Difficult for disadvantaged urban minority girls to identify with this environment. However, attitudes portrayed are good; relationships between girl and mother, girl and friends, teacher, etc., are good. Scientific presentation excellent.	ASSOC.	6	25 min.	Free Film
*N. L.	MOLLY GROWS UP (B/W) Explains menstruation to girls. Molly and her mother have a friendly talk about this. (Prepared in English and Spanish sound track).	PP	6	15 min.	Free Loan
N. L.	NEW HUMAN LIFE, A (C) The film shows the growth of a human being during the final five months of pregnancy, and the maternity hospital routine.	ST	4-6	10 min.	$120.00
*283	PHYSICAL ASPECTS OF PUBERTY (B/W) Helping youngsters to understand and accept their own normal body changes during adolescence, this animated film describes development of primary and secondary sex characteristics in boys and girls.	McG-H	6	19 min.	$120.00
509.58	REPRODUCTION AMONG MAMMALS (B/W) Presents story of mammalian reproduction. Selects for illustrative purposes the domestic pig. Offers comparison between development of human and pig embryos.	EBEC	6-9	11 min.	$ 70.00
N. L.	TWO BECOME ONE (C) In a straightforward presentation done with careful attention to good taste, the mating process of mammals (cats) is explained using live and animated photography.	ST	4-6	10 min.	$120.00
N. L.	WHAT HAPPENS INSIDE (C) Using a combination of animation and live action, the growth of a fertilized mammal egg is recorded showing the meaning of "gestation", "umbilicus", and "placenta".	ST	4-6	10 min.	$120.00
N. L.	WHY YOU'RE YOU (C) The story of working cells is told, as a fertilized egg develops. It divides into three layers of cell masses called body cells. Students will see that our body characteristics are determined by genes, chemical that exists in the chromosomes of the reproductive cells.	ST	5-6	10 min.	$120.00

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST

CARTRIDGES:[4] FOR PUPILS

N. L.	**FERTILIZATION AND BIRTH (C)** (2 cartridges) An explanation of the reproductive system of the fish is followed by a simple presentation of the human reproductive system and its functions.	NEW	K-4	4 min. each	$ 25.00
N. L.	**HUMAN GROWTH (C) (3 cartridges)** Presents the basic facts of sex as part of human growth and development and in so doing provides an atmosphere for discussing sex without embarrassment.	NEW	5-6	4 min. each	$ 37.50
N. L.	**PERSONAL HYGIENE FOR GIRLS (C)** 1. The Hygiene of Menstruation 2. Bras and Girdles 3. Facial Skin Toning 4. Cleansing Your Eyes and Lips 5. Caring for Your Hands and Nails 6. Caring for Your Feet - Pedicure 7. Caring for Your Feet - Shoe Problems	PS	6	4 min. each	$150.50 (Set of 7) $ 21.50 each

FILMSTRIPS: FOR PUPILS

24290	**BODY CARE AND GROOMING** Good grooming begins with personal care of skin, hair, nails and teeth.	McG-H	6		$ 5.00
26950	**BEING RESPONSIBLE ABOUT SEX AND LOVE (2 filmstrips; 2 records)**	SVE	6		$ 20.00
26950.1	(1) RESPONSIBLE SEXUAL ATTITUDES Introductory sequence helps young people understand their sexual feelings and desires.				
26950.11	(2) RESPONSIBLE SEXUAL BEHAVIOR Explores contradictory patterns of conduct, purposes of dating process.				
N. L.	**ESPECIALLY FOR BOYS (C)** This filmstrip, and its associated materials, are designed to help boys develop basic understandings and wholesome attitudes about human growth and reproduction.	NEW	6		$ 15.00
N. L.	**ESPECIALLY FOR GIRLS (C)** This filmstrip presents a clear picture of the functioning of a girl's reproductive system, and its relation to growth and maturity. The concepts presented concern: The pubertal changes in girls and boys as they grow to maturity. The future role of girls as wives and mothers and of boys as husbands and fathers. The stages of human development, from conception to maturity.	NEW	6		$ 15.00
24570	FOOD AND NUTRITION (C)	McG-H	5-6		(Set) $ 29.50
24570.1	(1) EAT WELL, LIVE WELL Various aspects of nutrition.				(Each) $ 6.50
24570.11	(2) THE ESSENTIALS OF DIET Essentials of balanced diet.				
24570.12	(3) HOW FOOD IS DIGESTED Digestive system functions, enzymes, absorption of food, body uses of food; practical suggestions for good digestion.				

[4] *8mm cartridge films*

ITEM NO.	TITLE	DISTRIB.	GRADE		COST
24570.13	(4) CONSUMER PROBLEMS IN NUTRITION Mother explains principles of wise purchasing to daughter.				
24570.14	(5) THE NUTRIENTS IN FOODS Body uses for the various nutrients, and sources of each nutrient.				
N. L.	GROWING INTO MANHOOD: A MIDDLE SCHOOL APPROACH (C) (2 filmstrips and records) Pts. 1 and 2 explain to boys the physical changes about to take place with the onset of puberty. Emphasizes that people develop at varying rates. Clears up concerns about normal physiological developments.	GA	5-6		$ 36.00
N. L.	GROWING INTO WOMANHOOD: A MIDDLE SCHOOL APPROACH (C) (2 filmstrips and records) Pts. 1 and 2 explain to girls the physical changes they will experience with the onset of puberty. Stresses different rates at which girls mature. Clears up concerns about normal physiological developments.	GA	5-6		$ 36.00
N. L.	HEALTH GUIDANCE IN FAMILY LIVING AND SEX EDUCATION (3 filmstrips and records)	GL	5-6		$ 55.00
	(1) ABOUT BOYS (filmstrip and record) Presents reproduction and family living in its proper perspective. Reviews with additional detail the male and female reproductive systems with emphasis on responsible family living.			(Each)	$ 20.00
	(2) ABOUT GIRLS (filmstrip and record) Presents reproduction and family living in its proper perspective. Reviews with additional detail the female and male reproductive systems with emphasis on responsible family living.				$ 20.00
	(3) ABOUT YOUR LIFE AND YOU (filmstrip and record) Deals with human sexuality, stressing the development of social responsibility within the family and in society. Self respect and understanding of male and female roles and relationships are emphasized.		K-4		$ 20.00
N. L.	HUMAN GROWTH & DEVELOPMENT (30 filmstrips and records) Programs 1-20, (Grades K-3) listed in PreK-2 section. This is a complete program designed to explore the psychosexual aspects of family living, and is constructed to facilitate integration with all subject areas in the elementary school curriculum. Emphasis is placed on sex role, identity, interpersonal relationships, development of positive self concepts and basic aspects of reproduction. Peer voices are used to narrate each filmstrip.	EPC	4-6		$400.00
	(21) WHOM DO YOU LOOK LIKE? Simple treatment of the transmission of hereditary traits.				
	(22) WHERE ARE SPERM MADE? Reproductive system in animal and human males.				
	(23) WHERE ARE EGGS MADE? Reproductive system in animal and human females.				
	(24) CHANGING FROM BOY TO MAN Changes taking place during puberty (male).				
	(25) CHANGING FROM GIRL TO WOMAN Changes taking place during puberty (female).				
	(26) HOW DO SPERM AND EGG JOIN? Joining of sperm and egg to form a new individual (fertilization).				

ITEM NO.	TITLE	DISTRIB.	GRADE	COST
	(27) HOW DOES A BABY GROW INSIDE A MOTHER? Development of human embryo and fetus.			
	(28) HOW A BABY IS BORN Growth, development, and birth of a human baby.			
	(29) HOW BOYS FEEL ABOUT GIRLS Attitudes and feelings of preadolescent boys toward girls.			
	(30) HOW GIRLS FEEL ABOUT BOYS Attitudes and feelings of preadolescent girls toward boys.			
27400	LIFE BEGINS (C) (4 filmstrips, 12 charts)	EYE	3-4	$ 40.00
27400.1	THE ZOO TRIP "SHOW AND TELL" (1) In this filmstrip, the basic vocabulary is expanded and the sex information is given about the various habits of animals. A discussion of reproduction in animals then takes place, followed by a simple introduction to such processes as fertilization and pregnancy in humans. Other titles in set are on other grade levels. They are not sold individually.			
N. L.	THE MIRACLE OF NATURE Depicts the process of menstruation and describes practices related to feminine hygiene.	GL	6	Free
24800.16	REPRODUCTION AMONG MAMMALS (B/W) Domestic pig is selected to illustrate major stages of mammalian reproduction from the formation of original germ cell to actual birth.	EBEC	6	$ 3.00
N. L.	UNDERSTANDING HUMAN REPRODUCTION: A MIDDLE SCHOOL APPROACH (C) (4 filmstrips and records) (1) The Male Reproductive System. (2) The Female Reproductive System. (3) Conception and Genetics. (4) Pregnancy and Birth.	GA	5-7	$ 40.50
N. L.	UNDERSTANDING HUMAN REPRODUCTION (C) (2 filmstrips and records) Part I. Male and Female Reproductive Systems. Part II. Conception, Pregnancy and Birth.	GA	5-12	$ 45.00
*23100	YOUNG TEENS AND FAMILY RELATIONSHIPS (C) (4 filmstrips, 2 records) (White, middle-class, suburban)	SVE	6-9	$ 29.95
23100.1	(1) LEARNING TO UNDERSTAND YOUR PARENTS Series of teen-age situations, rather typical, illustrating conflicts with parents and suggestions for resolving them. Appropriate for areas where there is stable family unit.	SVE	6-9	$ 6.50
23100.11	(2) LIVING WITH BROTHERS AND SISTERS How to get along with brothers and sisters highlights problems and conflicts of older and younger siblings and suggests methods of resolving some of these conflicts; points up need for appreciating family members. More appropriate for areas where there is a stable family unit.	SVE	6-9	$ 6.50
23100.12	(Record for filmstrips 1 & 2)	SVE	6-9	$ 3.50
23100.13	(3) HELPING AT HOME Helps pupils recognize that rights carry responsibilities and that working together as a family team, by sharing work as well as pleasures, builds strong family unit.	SVE	6-9	$ 6.50
23100.14	(4) TEENAGE ALLOWANCES Stresses family finances, management, and wise spending.	SVE	6-9	$ 6.50
23100.15	(Record for filmstrips 3 & 4)	SVE	6-9	$ 3.50

ITEM NO.	TITLE	DISTRIB.	GRADE	COST

SLIDES: FOR PUPILS

N. L.	HOW BABIES ARE MADE (Selected slides) See annotation p. 83.	CS	PreK-8	$12.00
N. L.	HUMAN REPRODUCTION (Selected slides) 80 full-color slides depict structure and functions of male and female reproductive systems; process of conception, pregnancy and birth, principles of sex determination and multiple births.	GA	6-12	$63.00

RECORDINGS: FOR PUPILS

N. L.	CHILD'S INTRODUCTION TO SEX, A Reproduction in animals and humans.	ORP	3-4	$ 1.89
77096.30	DO YOU KNOW HOW YOU GROW - INSIDE? (1-12")	FOLK	6	$ 4.15
77096.31	DO YOU KNOW HOW YOU GROW - OUTSIDE? (1-12")	FOLK	6	$ 4.15

TAPES: FOR PUPILS

79075.72	BECOMING A MAN (1-5") Hormone changes, body growth, anatomical changes a boy undergoes in his transitional stage.	TAMA	6	$ 6.50
79075.82	BOYHOOD TO ADOLESCENCE (1-5") Changes that a boy undergoes when entering the adolescent stage.	TAMA	6	$ 6.50
79630.100	MENSTRUATION FACTS BOYS NEED UNDERSTAND	TAMA	6-9	$ 6.50
79630.101	MENSTRUATION FACTS FOR LITTLE LADIES	TAMA	6-9	$ 6.50
79630.103	MENSTRUATION IS NORMAL (GIRLS)	TAMA	6-9	$ 6.50
79630.104	MENSTRUATION VARIATIONS (GIRLS)	TAMA	6-9	$ 6.50
79635.30	PHYSICAL DIFFERENCES OF MY FRIENDS (1-5")	TAMA	6-9	$ 6.50

TRANSPARENCIES: FOR PUPILS

N. L.	BODY SYSTEMS (1) Circulatory System (2) Reproductive Systems of Male and Female (3) Digestive System (4) Cell Types (5) Endocrine System Male and Female (6) Respiratory System (7) Nervous System (8) Skeletal System	CLEVE	6-12	(Each) $ 2.50
N. L.	EXTERNAL SEX CHARACTERISTICS - FEMALE	HAM	5-6	$ 6.50
N. L.	EXTERNAL SEX CHARACTERISTICS - MALE	HAM	5-6	$ 6.50
7694	FAMILY LIFE AND SEX EDUCATION	SCI	5-6	$36.20
7694.1	FAMILY LIFE AND SEX EDUCATION (C) This kit contains a series of twelve transparencies which illustrate the male and female reproductive organs. Teacher's manual contains an excellent glossary.	SCI	5-6	$47.35

ITEM NO.	TITLE	DISTRIB.	GRADE	COST
N. L.	HUMAN REPRODUCTION, GROWTH, AND DEVELOPMENT 14 color transparencies provide a complete course in human reproduction and development.	NEW	5-6	$55.25
7698	THE MENSTRUAL CYCLE	HAM	5-6	$ 6.50
7221.179	REPRODUCTIVE SYSTEM	WEST	5-6	$ 4.75
7221.180	REPRODUCTIVE SYSTEM - FEMALE	WEST	5-6	$ 5.05
N. L.	WONDER OF NEW LIFE (1) Female Reproductive System (2) Male Reproductive System (3) Pathway of the Egg (4) Full Term Pregnancy (5) Beginning of Birth (6) Birth Prelude (7) Sperm Formation (8) Fetal Nourishment	CLEVE	6-12	(Each) $ 3.75

MULTI-MEDIA: FOR PUPILS

N. L.	MATERIAL KIT ON BODY SYSTEMS Designed to assist the instructor with materials on the Body Systems for use at various grade levels. Selected reference booklets on anatomy and physiology for various levels, and eight color overhead transparencies (10" x 10") of each system.	CLEVE	5-12	$20.00 + postage
N. L.	WONDER OF NEW LIFE (Kit of supplementary materials) This kit is designed to provide a nucleus of A-V materials in sex education at various grade levels. It contains eight color overhead transparencies (10" x 10"), a suggested lesson outline K-12, selected references at various levels and professional tape.	CLEVE	6-12	$40.00 + postage

MODELS: FOR PUPILS

N. L.	BIRTH SERIES (Life-size sculpture replicas) 1. Beginning of birth 2. Head deep in birth canal 3. Head emerging 4. Head turning upward 5. Head completely born 6. Breech birth	CLEVE	5-12	(Set) $108.00 (Each) $ 20.00

FILMS: FOR PARENTS AND TEACHERS

326.2	JAMIE — STORY OF A SIBLING (B/W) Story of the middle child caught between the bright sister and a little brother. Shows the resentment and frustration which develop in spite of well-meaning parents. Filmed in Canada - shows a white, middle-class family.	McG-H	Parents/Teachers	29 min.	$165.00
*448.583	PARENT TO CHILD ABOUT SEX (C) Film is intended to help parents answer questions children ask. Also deals with adolescent problems such as masturbation, adolescent worries and menstruation. Summary by Dr. Mary Calderone.	NEW	Parents/Teachers	31 min.	$280.00

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
*N. L.	SOCIABLE SIXES TO NOISY NINES See p. 84.				
*10.14	TENS TO TWELVE Wide range of differences in personality and physical make-up among adolescent boys and girls; the behavior common to groups of adolescents in our culture.	McG-H		27 min.	$155.00

FILMSTRIPS: FOR PARENTS AND TEACHERS

N. L.	SEX EDUCATION, U.S.A. See p. 85.				

RECORDINGS: FOR PARENTS AND TEACHERS

N. L.	DR. FITCH TALKS TO PARENTS ABOUT SEX EDUCATION See p. 85.				

Grades 7, 8, and 9[5]

FILMS: FOR PUPILS

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
NOTE: See page 77 for general directions					
*1.3	ABC OF BABY SITTING Film applies to upper middle class families. It depicts teenager baby sitting. All dangers are shown and the necessary safety precautions needed.	DAV	9-12	11 min.	$ 60.00
1.31	ABC OF BABY SITTING (C)	DAV	9-12	11 min.	$120.00
56.85	BIOGRAPHY OF A FISH Life cycle of stickleback; male is shown building and guarding nest and fertilizing the eggs.	ST	9	6 min.	$ 45.00
71.913	BOYS BEWARE (B/W) Shows the various approaches of the homosexual and cautions young boys about responding to such overtures.	DAV	7-9	10 min.	$ 60.00
*114.9	CHICK EMBRYO: FROM PRIMITIVE STREAK TO HATCHING	EBEC		14 min.	$ 75.00
114.91	(Color) Steps illustrated by observing series of incubating eggs.	EBEC		14 min.	$150.00
142.7	COSMETICS (C) In closeups and step-by-step demonstration, teenage girls learn how to apply makeup and style their hair both for school and social occasions.	ST	9-12	17 min.	$175.00
146	COURTSHIP AND MARRIAGE (B/W) Parts 1 and 2. Examines courting customs in Sicily, Iran, Canada and India.	McG-H	9-12	60 min.	$250.00
N. L.	DEVELOPMENT OF THE EMBRYO (C) Once an egg is fertilized, it begins to grow into a baby similar to the parents it came from. Humans, as well as animals, start life as a fertilized egg cell called the embryo. This film illustrates the growth and development of the human embryo.	ST	7-12	10 min.	$120.00
*247.61	GENE ACTION (C) Shows how the DNA of chromosomes can replicate itself during mitosis and how it can serve as a pattern for "messenger RNA". Hypothesis presented by animation is tested by experiments with neurospora and bacteria.	EBEC	9-12	16 min.	$180.00
*247.66	GENETICS: IMPROVING PLANTS AND ANIMALS	COR	9-12	14 min.	$ 75.00
247.661	(Color) Methods used to control plant and animal heredity are shown in laboratory, greenhouse and experimental farm scenes.				$150.00

[5] *Some titles in the Grade 3-6 Section may also be used in grades 7-9. Check grade designations in 3-6 lists for these items.*

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
*247.646	GENETICS: MENDEL'S LAW (C) Duplicates some of Mendel's experiments illustrating his laws of dominance, segregation and independent assortment. Describes incomplete dominance, work of DeVries, Correus, Morgan, Muller. Reference to genes, enzymes, viruses, DNA, molecular biology.	COR	9-12	14 min.	$150.00
*277.7	HEREDITY IN ANIMALS Explains Mendel's laws of heredity, of how inherited characteristics are handed on from generation to generation.	UW	10-12	11 min.	$ 55.00
N. L.	HUMAN HEREDITY (C) Basic facts and concepts pertaining to heredity are presented in a context understandable and useful to teen-age audiences. These facts and concepts serve in turn as background for the presentation of subject matter dealing with sex determination, sex roles, and sex attitudes as seen in the broad and health perspective of heredity and environment.	NEW	7-12	18 min.	$170.00
327.89 327.891 327.892 327.893	JOB INTERVIEW. WHOM WOULD YOU HIRE? PART A. (Color) PART B. (Color) Actual job interviews photographed with hidden camera. Viewers are asked to evaluate real applicants. Integrated.	CH CH 	9-12 9-12 	17 min. 17 min. 	$100.00 $170.00 $100.00 $170.00
343.4	LAWS OF HEREDITY (C) Demonstrates the mechanism by which hereditary characteristics are transmitted from one generation to the next. Explains the formation of the basic laws of heredity and presents evidence from which they were derived.	EBEC	9-12	15 min.	$150.00
*348.264	LIFE BEFORE BIRTH A study of the growth of single cells into complex organisms: shows cellular differentiation and the difference of each cell and embryo.	CAR	9-12	22 min.	$135.00
*348.31	LIFE CYCLE OF THE FROG Begins with an examination of male and female frogs before breeding. Shows stages of metamorphosis.	UW	9-12	10 min.	$ 55.00
388.4 388.41	METAMORPHOSIS METAMORPHOSIS (C) Presents, through photomicography, the life cycle of a solitary wasp as an example of insect development from egg to larva to pupa to adult stage.	EBEC	9-12	14 min.	$ 80.00 $167.50
N. L.	MIRROR, MIRROR (C) Larry, a high school student, is shocked into an awareness of the realities of his own self-image, which gets an overhaul as he becomes aware of the possibilities available to him when he is willing to modify that image. Viewing his image in a mirror encourages Larry to work on the positive aspects of his life and improve those qualities he best exemplifies or possesses.	NEW	7-8	23 min.	$246.00
509.58	REPRODUCTION AMONG MAMMALS (B/W) Presents story of mammalian reproduction. Selects for illustrative purposes domestic pig. Drawings and microphotography. Offers comparison between development of human and pig embryos.	EBEC	7-9	11 min.	$ 70.00

FILMSTRIPS: FOR PUPILS

N. L.	BABYSITTING: THE JOBS – THE KIDS 2 Parts. (2 filmstrips, 2 records) Helps students master personality factors in babysitting, emergency procedures, safety precautions, business aspects of babysitting; realize the great responsibility each assignment carries.	GA	7-12		$ 31.50

ITEM NO.	TITLE	DISTRIB.	GRADE	COST
N. L.	BECOMING A MAN: MATURATION AND GROWTH (2 filmstrips, 2 records) Discusses the physical changes accompanying puberty, the psychological and social implications of developing masculinity.	GA	9-12	$ 36.00
N. L.	BECOMING A WOMAN: MATURATION AND GROWTH (2 filmstrips, 2 records) Describes the physical changes accompanying puberty, the psychological and social implications of developing femininity.	GA	9-12	$ 36.00
26950	BEING RESPONSIBLE ABOUT SEX AND LOVE (2 filmstrips and record)	SVE	7-12	$ 16.50
26950.1	RESPONSIBLE SEXUAL ATTITUDES Record (both sides) Introductory sequence helps young people understand their sexual feelings and desires. Presents concept of "wholeness" of a person, and implications of this concept for those who would make sex purely physical.			$ 6.50 $ 3.50
26950.11	RESPONSIBLE SEXUAL BEHAVIOR Record (both sides) Explores contradictory patterns of conduct; purposes of dating process. Defines sex act as a wonderful way of expressing love and sharing one's self; explains necessity of permanence.			$ 6.50 $ 3.50
N. L.	DARE TO BE DIFFERENT (2 filmstrips, 2 records) The object is to stimulate teenagers to think about the kinds of persons they want to be. Young people must be aware that despite all pressures to conform, today's fast moving technological age needs the ideas and work of creative non-conformists.	GA	7-9	$ 36.00
†21541	DATING TOPICS FOR YOUNG TEENS (4 filmstrips and record) (White, middle-class, suburban)	SVE	9-12	$ 25.50
21541.1	READY FOR DATING (filmstrip and guide)	SVE	9-12	$ 6.50
21541.11	READY FOR DATING (C) Helps teens develop the basic skills of dating, achieve self-confidence and security in boy-girl relationships and apply to those relationships reliable standards of thought and conduct.			$ 10.00
21541.12	GETTING A DATE (filmstrip and guide)	SVE	9-12	$ 6.50
21541.13	GETTING A DATE (filmstrip and record) Helps young teens realize the importance of dating the right kind of person and guides them in setting up reliable standards for choosing the right kind of person.	SVE	9-12	$ 10.00
21541.14	WHAT TO DO ON A DATE (filmstrip and guide)	SVE	9-12	$ 6.50
21541.15	WHAT TO DO ON A DATE (filmstrip and record) Discusses the things to do before a date, the responsibility of the boy and the girl in dating.	SVE	9-12	$ 10.00
21541.16	HOW DO YOU KNOW IT'S LOVE? (filmstrip and guide)	SVE	9-12	$ 10.00
21541.17	HOW DO YOU KNOW IT'S LOVE? (filmstrip and record) Intended to help young teens understand their new boy-girl feelings, the differences between infatuation and love and how to have an intelligent boy-girl friendship.	SVE	9-12	$ 6.50
N. L.	EXPLOITED GENERATION, THE (2 filmstrips, 2 records) Explains the processes of commercial exploitation through mass media, particularly as it focusses on teenagers. Includes an analysis of the problems of consumer awareness.	GA	9-12	$ 31.50

ITEM NO.	TITLE	DISTRIB.	GRADE	COST
27400	LIFE BEGINS (4 filmstrips, records, charts)	EYE		$ 40.00
27400.1 27400.12	(1) HUMAN REPRODUCTION (2) Record Begins with a brief discussion of the bodily changes that occur during puberty. The anatomy of both the male and female are then presented. Similarities and dissimilarities with plant reproductive structures and functions are brought out. Heredity, sexual intercourse, fertilization, pregnancy, birth, and general family relations are discussed.	EYE	8	
	(3) CHARTS Asexual Reproduction 1. Binary Fission in the Amoeba 2. Budding in the Hydra 3. Regeneration in the Planarian 4. Spore Formation in Bread Mold Sexual Reproduction 5. Flowering Plants 6. Insects 7. Fish 8. Egg-laying Mammals 9. Mammals 10. Humans - Male 11. Humans - Female 12. Mendel's Laws of Heredity			
27300	LEARNING ABOUT SEX (Filmstrip and record) A basic introduction to the physiological, psychological and sociological aspects of sex education.	GA	7-9	$ 20.00
N. L.	THINK OF OTHERS FIRST (2 filmstrips, 2 records) Demonstrates how "good manners" make life more pleasant and convenient. Offers practical suggestions on manners at home, in school and in outside social situations. Suburban setting.	GA	9-12	$ 31.50
N. L.	UNDERSTANDING HUMAN REPRODUCTION (2 filmstrips, 2 records) Part I. 87 frames: male and female reproductive systems. Part II. 83 frames: conception, pregnancy and birth.	GA	9-12	$ 29.95
†23100	YOUNG TEENS AND FAMILY RELATIONSHIPS (C) (4 filmstrips, 2 records) White, middle-class, suburban	SVE	6-9	$ 29.95
23100.1	(1) LEARNING TO UNDERSTAND YOUR PARENTS Series of teenage situations, rather typical, illustrating conflicts with parents and suggestions for resolving them. Appropriate for areas where there is stable family unit.	SVE	6-9	$ 6.50
23100.11	(2) LIVING WITH BROTHERS AND SISTERS How to get along with brothers and sisters, highlights problems and conflicts of older and younger siblings and suggests methods of resolving some of these conflicts; points up need for appreciating family members. More appropriate for areas where there is a stable family unit.	SVE	6-9	$ 6.50
23100.12	Record (filmstrips 1 & 2)	SVE	6-9	$ 3.50
23100.13	(3) HELPING AT HOME Helps pupils recognize that rights carry responsibilities and that working together as a family team, by sharing work as well as pleasures, builds strong family unit.	SVE	6-9	$ 6.50

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
23100.14	(4) TEENAGE ALLOWANCES Stresses family finances, management, and wise spending.	SVE	6-9		$ 6.50
23100.15	Record (filmstrips 3 & 4)	SVE	6-9		$ 3.50

TRANSPARENCIES: FOR PUPILS

N. L.	ACHIEVING ADULTHOOD (18 color transparencies) Deals with how one conceives of himself or herself in the male and female role as a function of one's total personality.	NEW	7-12		$ 79.00
7221.143	ENDOCRINE SYSTEM	WEST	9-12		$ 3.90
7221.144	ENDOCRINE SYSTEM	WEST	9-12		$ 4.20
7220.119	LIFE HISTORY OF THE FROG	HOLT	7-9		$ 1.50
7220.120	LIFE HISTORY OF THE GRASSHOPPER	HOLT	7-9		$ 1.50

FILMS: FOR PARENTS AND TEACHERS

71.913	BOYS BEWARE See p. 94.				
*10.14	FROM TEN TO TWELVE Shows the wide range of differences in personality and physical make-up among adolescent boys and girls, and illustrates the behavior common to groups of adolescents in our culture. (See note following FRUSTRATING FOURS AND FASCINATING FIVES, p.	McG-H	Parents/Teachers	27 min.	$145.07
N. L.	HUMAN HEREDITY See p. 84.				
*448.583	PARENT TO CHILD ABOUT SEX See p. 84.				
*10.13	TEENS, THE Joan and Barry O'Connor, 15 year old brother and sister, and their friends serve to portray adolescent differences, similarities, and concerns. Mr. and Mrs. O'Connor show how parents try to understand and guide their children constructively. (See note following FRUSTRATING FOURS AND FASCINATING FIVES, p. 84.	McG-H		25 min.	$155.00

FILMSTRIPS: FOR PARENTS AND TEACHERS

27530	SEX EDUCATION, U.S.A. See p. 85.	

Grades 10, 11, 12[6]

FILMS: FOR PUPILS

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST

NOTE: See page 77 for general directions

*	AGES AND STAGES SERIES This series was produced by the National Film Board of Canada. It shows white, Canadian families in non-urban settings. The films are dated but the principles of child growth and development are valid and well presented.	McG-H	11-12, Parents, Teachers		
*10	(1) HE ACTS HIS AGE (B/W) A survey of typical behavior of children from two to fifteen.	McG-H		15 min.	$ 75.00
*10.11	(2) TERRIBLE TWOS AND TRUSTING THREES (B/W) Shows childhood behavior at two and three years of age and what to expect from youngsters of these ages. Suggests how parents can deal with problems such as destructiveness, tantrums and unreasonable fear.	McG-H		22 min.	$115.00
*239.61	(3) FRUSTRATING FOURS AND FASCINATING FIVES (B/W) The film shows many situations in which characteristic behavior of 4-year-olds may be studied.	McG-H		22 min.	$125.07
*551.72	(3)FROM SOCIABLE SIX TO NOISY NINE (B/W) The similarities and differences in personality and behavior characteristics of boys and girls in the six to nine age group.	McG-H		22 min.	$145.00
*10.14	(4) FROM TEN TO TWELVE (B/W) The new growth and awareness of boys and girls at age ten, eleven, and twelve and the problems of discipline, guidance.	McG-H		22 min.	$145.07
*10.13	(5) THE TEENS (B/W) Fifteen-year-old twins, brother and sister, and their friends serve to portray adolescent differences, similarities and concerns. Understanding parents show constructive guidance.	McG-H		22 min.	$145.07
*28.4	ANSWERING THE CHILD'S WHY (B/W) Describes important aspects of the period when the child begins to ask questions. Dramatizes true-to-life situations in which youngsters meet with positive or negative attitudes toward their questions; suggests the resulting effects on their personalities.	EBEC	11-12	16 min.	$ 75.00
*37.52 37.53	ASEXUAL REPRODUCTION (Color) Describes various methods of asexual reproduction. Compares basic difference between sexual and asexual reproduction.	IND	10-12	11 min.	$ 50.00 $100.00

[6] *Some titles in the Grades 7-9 Section may also be used in grades 10-12 Check grade designations in 7-9 lists for these items.*

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
*110.2 110.201	CELL BIOLOGY: MITOSIS AND DNA (Color) Cinemicroscopy of division of living cells supplemented by animation illustrates the five steps of the mitotic process. The film also illustrates how the endless variation of nucleotides within DNA account for variance in individuals.	COR	10-12	16 min.	$ 75.00 $150.00
*173.9 173.91	DNA MOLECULE OF HEREDITY (Color) Dr. George W. Beadle, Nobel Prize winner, describes and explains the basic molecule of the chromosome.	EBEC	10-12	14 min.	$ 90.00 $180.00
*180.8	EARLY MARRIAGE History of human marriage; concept of marriage readiness and society's stake in all marriage with emphasis on the problems of early marriage.	CH	11-12	26 min.	$200.00
194.45 194.451	ENGAGEMENT: ROMANCE AND REALITY (B/W) (Color) A middle-class, white, suburban couple plan to marry but slowly find out that they do not really know each other. The girl's parents encourage a period of engagement in order that the couple have time to know each other.	McG-H	9-12	15 min.	$ 90.00 $180.00
207.45	FAMILY PLANNING (C) "Surely no greater problem faces mankind today than the growth of the world's population at a rate out of proportion with the present and prospective rates of increase in economic and social development."	DIS	12	10 min.	$ 80.00
*N. L.	FROM GENERATION TO GENERATION (C) A sensitive study of a young couple shows childbirth as an emotional and spiritual experience as well as a physical one. Animated sequences explain the basic facts of human reproduction.	McG-H	10	27 min.	$275.00
270.71 270.711	HANDLING MARITAL CONFLICTS (Color) Portrays development of an argument between each of two couples. Shows how one turns it into a destructive argument and the other, a compromise. White, middle income.	McG-H	11-12	14 min.	$ 85.07 $170.07
N. L.	HAVE A HEALTHY BABY (C) Discusses love, impregnation, development, delivery, and the wonder of life. Details the development of the embryo and some of the major organs. Warnings are given as to how damage may occur. Animation and live photography.	CH	12 Parents	16 min.	$170.00
*N. L.	HEREDITY AND PRENATAL DEVELOPMENT (B/W) Using animation, the film describes maturation and fertilization of male and female sex cells, function of genes, growth of embryo. Film closes with real-life scenes of newborn baby.	McG-H	10	21 min.	$115.00
277.125	HER NAME WAS ELLIE, HIS NAME IS LYLE A boy with syphilis may infect a great many people, as shown by graph.	DER	9-12	29 min.	$ 75.00
281.8	THE HOMOSEXUALS Frank and balanced views on the problems of homosexuals by experts in the medical, legal and sociological fields and homosexuals themselves.	CAR	11-12	45 min.	$250.00
*293.7	HOW DO YOU KNOW IT'S LOVE? (B/W) What is the nature of love? How does it grow and develop in an individual? How can you tell when a love is mature? This film gives students of every age a basis for thinking clearly about "love" as compared to "infatuation".	COR	10	14 min.	$ 75.00
295.14	HOW MUCH AFFECTION? Film presents the question of how deeply a couple should get involved and still stay within moral and religious boundaries. White, middle-class background. Illustrates mother-daughter relationship and pressure of peers.	McG-H	12	20 min.	$120.07

ITEM NO	TITLE	DISTRIB.	GRADE	TIME	COST
335.2	LADIES IN WAITING Emphasizes the importance, during pregnancy, of balancing activity with rest, of practicing controlled relaxation and correct posture, and the proper ways of performing normal chores.	McG-H	11-12	29 min.	$165.00
*353	LIFE WITH BABY How children grow mentally and physically from ages one to six, charted by Dr. Gesell of the Yale University Child Development Clinic; with illustrations.	McG-H	11-12	18 min.	$ 95.07
352.2	MATERNITY HOSPITAL ROUTINE (C) This film is designed to allay any fears a mother may have as to precisely what happens in the hospital maternity ward, labor room and in pre-delivery tests.	ST	12	15 min.	$175.00
*386.142 386.143	MEIOSIS: SEX CELL FORMATION (Color) Explains and shows how meiosis occurs. Illustrates the sequence of change in the parent-cell nucleus which results in the creation of two daughter cells. Stresses variations as one of the major results of crossing over.	EBEC	10-12	16 min.	$ 90.00 $180.00
*404.27 404.271	MITOSIS MITOSIS (C) Illustrates and describes the fundamental life process of mitosis through live photography, microphotography, animated drawings and laboratory demonstrations. Individual chromosomes are clearly shown.	EBEC EBEC	10-12 10-12	24 min. 24 min.	$130.00 $260.00
*404.31	MITOSIS AND MEIOSIS (C) An analysis and comparison of the mitotic and meiotic processes in animal and plant cells.	IND	10-12	11 min.	$150.00
*410.925	MOTHER LOVE (B/W) A psychological study of the reaction of baby rhesus monkey leads to some dramatic conclusions on mother-child relationships. Shows some unexpected reactions of babies to mothers.	CAR	11-12	27 min.	$135.00
413.36	MYSTERY OF LIFE (C) Discusses man's understanding of genetics and the influences that may control the development of a person in future generations.	McG-H	10-12	25 min.	$300.00
*N. L.	PHOEBE: STORY OF A PRE-MARITAL PREGNANCY A teenager discovers she is pregnant. The film depicts her emotional turmoil and apprehensions about reactions of people around her on the day she faces her dilemma.	McG-H	10-12	29 min.	$175.00
*477.35 477.351	POPULATION ECOLOGY (B/W) (Color)	EBF	12	19 min.	$105.00 $210.00
*477.36 477.361	POPULATION ECOLOGY (Spanish) (Color) A study of animal and plant population. Developed from simple experimental situations (drosophila, bacteria, mice) through interrelationships of living things in nature. Discusses population explosion of man.	EBEC	12	19 min.	$119.00 $232.50
N. L. N. L.	PSYCHOLOGICAL DIFFERENCES BETWEEN THE SEXES (B/W) (Color) Dramatizes the way in which a young girl and boy react to similar situations. Their diverse reactions exemplify some typical psychological differences between the sexes.	McG-H	12	13 min.	$ 80.00 $160.00
*501.22	QUARTER MILLION TEENAGERS, A (C) Physiological aspects of venereal disease. Specifically for the teenage audience among whom VD has recently increased sharply.	CH	10-12	16 min.	$180.00
N. L.	SEXUALITY AND THE TEENAGER (C) Part I. Individual differences in the maturing process, differences in male and female sexual response, the fundamental need to love and be loved.	NEW	10-12	28 min.	$280.00

ITEM NO.	TITLE	DISTRIB.	GRADE	TIME	COST
N. L.	SEXUALITY AND THE TEENAGER (C) Part II. Two high school students describe common concerns of the teen period: physical changes, sexual feelings, wanting to belong, and the pressures exerted by family and friends.	NEW	10-12	19 min.	$160.00
N. L.	SEXUALITY AND THE TEENAGER (C) Part III. Having examined Parts I and II, some of the physical and emotional influences affecting the teenager, participants now consider what is needed for successful social relationships.	NEW	10-12	22 min.	$200.00
548.613	SIXTEEN IN WEBSTER GROVES A "slice-of-life" survey on teenage opinions, attitudes and goals. Contributes to the understanding of teenagers and their orientation to the world around them. (Middle-class suburban)	CAR	12	47 min.	$250.00
568.47	STANDING ROOM ONLY (C) Discusses the problem of birth control and population explosion of the future.	McG-H	12	25 min.	$300.00
N. L.	SUDDEN DEPARTURE Shows how babies and young children in a hospital setting react to emotional deprivation when a serious illness or accident necessitate their being hospitalized.	McG-H	12	28 min.	$170.07
N. L. N. L.	VD – NAME YOUR CONTACTS (Color) A realistic portrayal of how young people, faced with the possibility of being infected with venereal disease, cope with their individual situations.	COR	11-12	22 min.	$130.00 $260.00
*627.47	V.D. SEE YOUR DOCTOR (C) Straightforward presentation of the cause, symptoms, and dangers of VD, with strong emphasis on the need to obtain early medical treatment.	ST	11-12	22 min.	$200.00
N. L.	WALK IN THEIR SHOES (C) Stan and his sister, Sheryl, resent their parents' interference in their affairs. When Stan must take on a parent's responsibility, he finds himself echoing their admonitions.	NEW	10-12	23 min.	$246.00
666.21	WHEN SHOULD I MARRY? (B/W) Young couple discusses with their parents the advantages and disadvantages of early marriage. Two sets of "young marrieds" are used to illustrate the problems that might be encountered.	McG-H	11-12	19 min.	$115.07
*667.311	WHO CARES ABOUT JAMIE? (B/W) Shows ways adults can help child develop capacity to cope with problems encountered in growing up. Stresses human understanding as best preventive of mental illness.	COR	12	16 min.	$ 10.00

FILM CARTRIDGES:[7] FOR PUPILS

N. L.	POINTS OF DEPARTURE (C) 1. Love Story 2. The Party 3. Night Out 4. Swimming Party 5. The Experienced One 6. The Meeting 7. Engagement 8. Babysitter 9. The Lift 10. The Older Touch Each film represents a situation intended to raise questions rather than to answer them. Suggested questions are included as pointers to areas of discussions.	PS	10-12	4 min. each	$210.00 (Set) $ 21.50 (Each)

[7] *8mm film cartridges*

ITEM NO.	TITLE	DISTRIB.	GRADE	COST

FILMSTRIPS: FOR PUPILS

24050	ABOUT VENEREAL DISEASE (C) Covers, in easy-to-understand fashion, causes, effects, and treatment of the two most prevalent venereal diseases: syphilis and gonorrhea.	BA	10-12	$ 13.50
N. L.	ALIENATED GENERATION, THE (3 filmstrips, 3 records) Examines some of the causes of alienation and the gap between the generations. Leads students to voice their reactions to the established society hippies reject and the life the hippies are leading instead.	GA	10-12	$ 40.50
†26920	AND THEY LIVED HAPPILY EVER AFTER? UNDERSTANDING TEENAGE MARRIAGE (2 filmstrips, 2 records) (C) These color filmstrips present the reasons for early marriage and why they often fail. The material is built around peer-model interviews. (Two parts)	GA	10-12	$ 29.95
24350	CRITICAL AREAS OF HEALTH (C) (4 filmstrips, 2 records)	SVE	9-12	$ 27.00
24350.14	(1) ALCOHOL AND YOUR HEALTH	SVE	9-12	$ 6.00
24350.15	Record Alcohol as a depressant; immediate and cumulative physical effects.			$ 3.50
24350.17	(2) DRUG MISUSE AND YOUR HEALTH	SVE	9-12	$ 6.00
24350.18	Record Some common narcotics and other drugs that young people might be tempted to experiment with.			$ 3.50
24350.20	(3) TOBACCO AND YOUR HEALTH	SVE	9-12	$ 6.00
	Record Potential dangers of smoking.			$ 3.50
24350.24	(4) VENEREAL DISEASE AND YOUR HEALTH	SVE	9-12	$ 6.00
24350.25	Record Most common venereal diseases: syphilis and gonorrhea.			$ 3.50
†21540	DATING TOPICS FOR OLDER TEENS (4 filmstrips and record) White, middle-class, suburban)	SVE	10-12	$ 25.00
21540.1	(1) WHAT ABOUT GOING STEADY (filmstrip and guide)	SVE	10-12	$ 6.50
21540.11	WHAT ABOUT GOING STEADY (filmstrip and record) Discusses the advantages and disadvantages of "going steady" and the special problems that going steady raises for today's young people.	SVE	10-12	$ 10.00
21540.12	(2) WHEN YOU'RE IN LOVE (filmstrip and guide)	SVE	10-12	$ 6.50
21540.13	WHEN YOU'RE IN LOVE (filmstrip and record) Intended to help older teens understand romantic love and the differences between love and infatuation; to help older teens develop definite concepts of love and marriage that will lead to the most happiness.	SVE	10-12	$ 10.00
21540.14	(3) DATE BEHAVIOR (filmstrip and guide)	SVE	10-12	$ 6.50
21540.15	DATE BEHAVIOR (filmstrip and record) Discusses qualities that boys and girls want in each other, offers standards of conduct for dating and boy-girl relationships that will lead to the greatest happiness.	SVE	10-12	$ 10.00

ITEM NO.	TITLE	DISTRIB.	GRADE		COST
21540.16	(4) LOOKING AHEAD TO MARRIAGE (filmstrip and guide)	SVE	10-12		$ 6.50
21540.17	LOOKING AHEAD TO MARRIAGE (filmstrip and record) Discusses matters that should receive attention during the engagement period, the special hardships of early marriage and what young people must expect to give and receive in marriage.				$ 10.00
27210	HUMAN REPRODUCTION SERIES (C) (6 filmstrips)	McG-H	9-12		$ 54.00
27210.1	(1) DEVELOPMENT IN PREGNANCY Explains the full process of pregnancy. Describes the development of the baby inside the mother month by month.			(Each)	$ 10.00
27210.11	(2) FEMALE REPRODUCTIVE SYSTEM Describes the role of the female in reproduction, including fertilization, ovulation, menstruation, etc.				
27210.12	(3) FERTILIZATION Explains how fertilization takes place when the male sex cell unites with the female sex cell, and human life is formed.				
27210.13	(4) LABOR AND BIRTH Describes the process of birth, how pregnancy lasts about 265 days or 9 months, the birth itself, and immediately after birth.				
27210.14	(5) MALE REPRODUCTIVE SYSTEM Explains the role of the male in the process of reproduction. Describes the sex organ, the process of fertilization, etc.				
27210.15	(6) MENSTRUAL CYCLE Describes the reproductive organs of the female and the role of menstruation, how it usually occurs about every 28 days, that it is not an illness, but a normal occurrence.				
*272.50	I NEVER LOOKED AT IT THAT WAY BEFORE (2 filmstrips, 2 LP records) Insights into Tobacco, Alcohol, Sex and Narcotics Raises some very pertinent questions about the pressure to conform that is generated by a youngster's peer group. The material also probes the teenager's concept of status. Included is a realistic exposure to the purely physiological and social ills that often result from indiscriminate experimentation in each of the four major problem areas.	GA	10-12		$ 29.95
27260	INFANT CARE SERIES (Set of 6)	McG-H	10-12		$ 22.50
27260.1	(1) BATHING THE BABY			(Each)	$ 4.50
27260.11	(2) FEEDING THE BABY				
27260.12	(3) PREPARING THE FORMULA				
27260.13	(4) SELECTING CHILDREN'S CLOTHING				
27260.14	(5) SELECTING CHILDREN'S TOYS				
27260.15	(6) TEACHING DESIRABLE HABITS				
N. L.	LOVE AND FACTS OF LIFE 5 filmstrips in series. One filmstrip (Having a Baby) not acceptable.	QU	10-12	(Each) (Each)	$ 7.50 $ 4.00

ITEM NO.	TITLE	DISTRIB.	GRADE	COST

(1) LEARNING ABOUT SEX AND LOVE
Begins with babyhood; continues through early child-parent relationships and pre-teens into the teen years. It covers the weaning from parental controls to youth's more mature role, their relations to the opposite sex. Sex functioning is described, the value of wholesome communication between youth and parents, youth and friends; the importance of knowledge, attitudes, values and skills in sex understanding.

(2) GROWING UP, FROM CHILDHOOD TO MATURITY
Presents the process of physical, mental and emotional growth in males and females during succeeding stages from childhood through the teen years into manhood and womanhood. The influence of the endocrine glands in the development of the sex organs, ovulation, menstruation, and how fertilization takes place is explained. Some of the psychological adjustments necessary for wholesome, mature development as a man or woman are brought into focus.

(3) UNDERSTANDING YOUR LOVE FEELINGS
There are many ways of expressing love and love takes many forms. There is jealous love, passionate love, hostile love, anguished love, tender love, loyal friendly feelings, brotherly love and fairy tale love. Love is presented here as a growth process that can come many times into the life of a person and take many different forms. Discussed is the importance of knowing when one is in love and how one can appraise mature love.

(4) WHO AM I? (Filmstrip)
THE SEARCH FOR LOVE (Record)
Addressed to teenagers on their role and position in the home, school and community; how they see themselves and how others see them; how self-image begins to form in early years and the importance of self-understanding to a healthy, mature life. The different treatments given to boys and girls from childhood up, tends to shape their emotional and psychological characteristics and these masculine or feminine characteristics sometimes become confused. What we can do to overcome such problems is graphically explained.

†25235 — SEX: A MORAL DILEMMA FOR TEENAGERS — GA — 10-12 — $ 29.95
Produced with Mary Calderone, M.D., Executive Director, Sex Information and Education Council of the U.S. (SIECUS)
(2 filmstrips, 1 record)
This filmstrip program, narrated by Dr. Calderone, examines the many faces of the sexual experimentation in the light of a morality which has substance in the eyes of today's youth. She probes the frequent lack of communication between parent and child, the different ages at which male and female reach the point of greatest sexual drive, momentary passion, infatuation in the guise of love. . .and the heartache, the panic, the unpreparedness, the sordid feeling inside, the ultimate tragedy of an unwanted child and a sudden marriage thrust harshly upon the immature, inexperienced boy and girl.

N. L. — MORE THAN LOVE — GL — 11-12 — $ 6.00
Medically authenticated. In straightforward terms, yet with great sensitivity, discusses young people's responsibility for giving children best chance for a healthy start in life. Discusses role of genetic history, vital importance of proper prenatal care, proper health practices and possible hazards of poor health practices before and during pregnancy, including drugs.

25240.5 — SMOKING AND ALCOHOL — BOW — 10-12 — $ 15.95
(2 filmstrips; 1-10" LP) SMOKING OR HEALTH; ALCOHOL: FUN OR FOLLY
Cartoon presentations on these subjects will appeal to youths as well as adults.

†22965 — TUNED-OUT GENERATION, THE — GA — 10-12 — $ 29.95
(2 filmstrips, 1 record)
If there is a single major cause of teenage unrest today, it is the sense of frustration at the lack of communication between youngsters and their parents. And each day our mass media reinforce the concept of the "youth subculture," helping to widen the gulf between the generations.

ITEM NO.	TITLE	DISTRIB.	GRADE	COST
	The filmstrip takes dead aim at this idea of separateness by focusing not on the ways the generations differ, but rather on the ways they are alike. Much of the filmstrip program is built on live interviews with dozens of adults who speak without inhibition about their own attitudes toward teenagers.			
†269.20	VALUES FOR TEENAGERS: THE CHOICE IS YOURS This two-part sound filmstrip program speaks directly to teenagers, in their own language. It deals with problems of immediate concern: What to do about sex, cheating, drinking. And ultimately, what kind of person to become. What kind of values to embrace. Live interviews highlight the reaction of youngsters to "The Bomb", civil rights, the struggle over Southeast Asia, and many other vital issues. The filmstrip confronts the teenage problem of conformity, and its troubling pressures on adolescents. It takes a strong position that the individual still has freedom of choice, still has the responsibility for his own decisions and actions.	GA	10-12	$ 29.95
N. L.	VENEREAL DISEASE: A PRESENT DANGER (2 filmstrips, 2 records) Discusses causes of VD, symptoms, diagnosis and treatment. Information presented clearly and directly. A health-oriented program.	GA	11-12	$ 36.00

TRANSPARENCIES: FOR PUPILS

7221.158	GENETICS-DETERMINATION OF SEX	WEST	11-12	$ 4.45
7221.159	GENETICS-RED, GREEN, COLOR BLINDNESS	WEST	11-12	$ 5.60
N. L.	HEALTH EDUCATION (4 color transparencies) The Menstrual Cycle, Prevention and Control of Gonorrhea and Syphilis and Drug Abuse.	NEW	10-12	$ 20.00
	HOME ECONOMICS SERIES			
	(1) PLANNING, SERVING, AND EATING FOOD			
7695	Set of 23 line drawings for preparing transparencies			$ 1.00
7695.1	Set of 23 transparencies prepared from originals			$ 30.00
	(2) PERIOD FURNITURE DESIGN			
7695.11	Set of 23 line drawings for preparing transparencies			$ 1.00
7695.12	Set of 23 transparencies prepared from originals			$ 30.00
	(3) HOME STYLES			
7695.13	Set of 23 line drawings for preparing transparencies			$ 1.00
7695.14	Set of 23 transparencies prepared from originals			$ 30.00
	(4) BASIC SEWING: PART I			
7695.15	Set of 23 line drawings for preparing transparencies			$ 1.00
7695.16	Set of 23 transparencies prepared from originals			$ 30.00
	(5) BASIC SEWING: PART II			
7695.17	Set of 23 line drawings for preparing transparencies			$ 1.00
7695.18	Set of 23 transparencies prepared from originals			$ 30.00
	(6) TRIMMINGS			
7695.19	Set of 23 line drawings for preparing transparencies			$ 1.00
7695.20	Set of 23 transparencies prepared from originals			$ 30.00
	(7) BASIC TAILORING: PART I			
7695.21	Set of 23 line drawings for preparing transparencies			$ 1.00
7695.22	Set of 23 transparencies prepared from originals			$ 30.00

ITEM NO.	TITLE	DISTRIB.	GRADE	COST
	(8) BASIC TAILORING: PART II			
7695.23	Set of 23 line drawings for preparing transparencies			$ 1.00
7695.24	Set of 23 transparencies prepared from originals			$ 30.00
7797	HOME ECONOMICS — VISUAL MASTERS	SCH	9-12	(Each) $ 2.50
7797.1	Accessorizing the Basic Dress			
7797.11	Basic Budgeting			
7797.12	Basic Figure Problems			
7797.13	Basic Food Preparation Techniques			
7797.14	Design Principles in Dress			
7797.15				
7797.16	Face and Hair Styles			
7797.17	Growth Patterns in Children			
7797.18	How to Read a Pattern			
	Kitchen Planning			
7797.19	Room Arrangement			
7221.160	HUMAN ORIGINS	West	11-12	$3.90
N. L.	VENEREAL DISEASES	PS		$159.00
	(Set of 33 Transparencies, 21 overlays)			
	Introduction: Venereal Diseases			
	What Are They? Causes?			
	Syphilis and Gonorrhea Are Two Different Diseases			
	Syphilis: Syphilis Can Be Called (common names)			
	Syphilis — How Infection Occurs			
	Symptoms of Syphilis — First Stage			
	Chancres Develop Where?			
	Chancres — Actual Pictures			
	Symptoms of Syphilis — Second Stage			
	Second Stage Rash — Actual Pictures			
	Symptoms of Syphilis — Third Stage			
	Dangers of Syphilis			
	How to Tell if it Is Syphilis			
	Gonorrhea: Gonorrhea Can Be Called (common names)			
	Gonorrhea — How Infection Occurs			
	Symptoms of Gonorrhea			
	Dangers of Gonorrhea			
	How Gonorrhea Causes Sterility in Female			
	How Gonorrhea Causes Sterility in Male			
	How to Tell if it Is Gonorrhea			
	Treatment: Treatment of VD			
	Beware of Quacks			
	If You Suspect VD			
	Summary: Reinfected Again and Again			
	Both Syphilis and Gonorrhea			
	VD Affects Everyone			
	VD Is on the Rise			
	VD Is a National Menace			
	800 Teenagers Infected Every Day			
	Teenagers Seen in Investigation			
	For Every Case Reported			
	VD Is Not Caught From These			
	Cost of VD			

ITEM NO.	TITLE	DISTRIB.	GRADE	COST

SLIDES: FOR PUPILS

	HUMAN BODY, THE	CLEVE	11-12	(Each) $ 1.00
BSX-1	Normal Human Male Figure			
BSX-2	Cross Section of Male Pelvic Organs			
BSX-3	Cross Section of Testis and Sperm Form			
BSX-4	Normal Human Female			
BSX-5	Cross Section of Female Pelvic Organs			
BSX-6	Model of Female Reproductive Organs			
BSX-7	Development of Egg in Ovary and After Fertilization			
BSX-8	Menstrual Cycle			
BSX-9	Pathway of Egg			
BSX-10	Giant Egg (Fertilization)			
BSX-11	Egg to Embryo			
BSX-12	Uterus with Embryo (4, 6, 7 weeks)			
BSX-13	Uterus with Embryo (2-1/2, 3-1/2 months)			
BSX-14	Uterus with Embryo and Fetus			
BSX-15	Uterus with Fetus (during 4-1/2 months)			
BSX-16	Growth of Uterus During Pregnancy			
BSX-17	Seven Month Fetus in Open Uterus			
BSX-18	Standing Woman — full term			
BSX-19	Fetal Nourishment — Compared to PLant			
BSX-20	Fetal Nourishment — Membranes and Placental Attachment			
BSX-21	Baby Prior to Beginning of Birth			
BSX-22	Beginning of Birth			
BSX-23	Head of Baby Deep in Birth Canal			
BSX-24	Head of Baby Emerging			
BSX-25	Head of Baby Turning Upward			
BSX-26	Head Completely Born			
BSX-27	Final Stage of Birth — Delivery of Placenta			
BSX-28	Uterus Soon After Placental Delivery			
BSX-29	Models of Placenta			
BSX-30	Uterus 5 Days after Delivery			
BSX-31	Breech Birth			
BSX-32	Types of Twins			
BSX-33	Multiple Birth (Quads)			
BSX-34	Comparison of World's Largest Baby with Normal and also Premature Baby			
G-1	Mitosis (Prophase) Early			
G-2	Mitosis (Prophase) Late			
G-3	Mitosis (Metaphase)			
G-4	Mitosis (Anaphase)			
G-5	Mitosis (Telophase)			

(BSX-1 to 34 and G-1-5 are distributor's catalogue numbers.)

TAPES: FOR PUPILS

79630.102	MENSTRUATION FACTS MEN NEED UNDERSTAND	TAMA	10-12	$ 6.50
79630.105	PREPARATION FOR MARRIAGE (EMOTIONAL)	TAMA	11-12	$ 6.50
N. L.	VENEREAL DISEASE	TAMA	11-12	$ 6.50

MULTI-MEDIA: FOR PUPILS

N. L.	HUMAN SEXUALITY EDUCATION KIT Kit includes books, charts, pictures, transparencies, and 3 tape recordings: Your Personality, Male Anatomy and Female Anatomy.	CLEVE	10-12	$ 65.00

FILMS: FOR PARENTS AND TEACHERS

AGES AND STAGES SERIES
- ANSWERING THE CHILD'S WHY
- EARLY MARRIAGE
- FAMILY PLANNING
- FROM GENERATION TO GENERATION
- HANDLING MARITAL CONFLICTS
- HAVE A HEALTHY BABY
- HEREDITY, PRENATAL DEVELOPMENT
- HER NAME WAS ELLIE, HIS NAME WAS LYLE
- HOMOSEXUAL
- HOW DO YOU KNOW IT'S LOVE
- HOW MUCH AFFECTION
- LADIES IN WAITING

(For item numbers, annotations, etc., please see Pupil section.)

Distributors

ASSOC Association Films
600 Grand Avenue
Ridgefield, N.J. 07657

BA Bailey Films, Inc.
6509 De Longpre Avenue
Hollywood, Calif. 99828

BER Berliner Music Shop
154 Fourth Avenue
New York, N.Y. 10003

BOW Stanley Bowmar Co., Inc.
4 Broadway
Valhalla, N.Y. 10595

CAR Carousel Films, Inc.
1501 Broadway
New York, N.Y. 10036

CH Churchill Films, Inc.
662 North Robertson Blvd.
Los Angeles, Calif. 90069

CON Contemporary Films, Inc.
267 West 25 Street
New York, N.Y. 10001

COR Coronet Instructional Films, Inc.
65 East Water Street
Chicago, Ill. 60601

DAV Sid Davis
1418 North Highland Ave.
Hollywood, Calif. 90028

DER Louis de Rochemont Associates
267 West 25 Street
New York, N.Y. 10001

DIS Walt Disney Films
495 Route 17
Paramus, N.J. 07652

DOW Pat Dowling Pictures
308 South Rodeo Drive
Beverly Hills, Calif. 90212

EBEC Encyclopedia Britannica Educational Corp.
425 North Michigan Ave.
Chicago, Ill. 60611

EPC Educational Progress Corp.
1812 First National Bldg.
Tulsa, Okla 74103

EYE Eye Gate House, Inc.
145-01 Archer Avenue
Jamaica, N.Y. 11435

FAC Film Associates of California
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

FOLK Folkways
50 West 44 Street
New York, N.Y. 10036

GA Guidance Associates
Pleasantville, N.Y. 10570

GL Glenn Educational Films
P. O. Box 371
Monsey, N.Y. 10952

GJ Grover-Jennings
P. O. Box 303
Monterey, Calif.

HAM Hammond, Inc.
Maplewood, N.J. 07040

HOLT Holt, Rinehart and Winston
383 Madison Avenue
New York, N.Y. 10017

IND Indiana University, A-V Center
Bloomington, Ind. 47401

JAY Jayark Instruments, Inc.
10 East 49 Street
New York, N.Y. 10017

McG-H McGraw-Hill Book Co., Text Film Division
330 West 42 Street
New York, N.Y. 10036

MO Moody Institute of Science
12000 East Washington Blvd.
Whittier, Calif. 90606

NEW Henk Newenhouse, Inc.
1825 New Willow Road
Northfield, Ill. 60093

ORP Orpheum Productions
235 West 46 Street
New York, N.Y. 10036

PP Personal Products
Milltown, N.J. 08850

PS Popular Science, Audio-Visual Division
355 Lexington Avenue
New York, N.Y. 10017

QU Quality Filmstrips
159 Verdi Street
Farmingdale, N.Y. 11735

SCH Scholastic Magazines, Inc.
900 Sylvan Avenue
Englewood Cliffs, N.J.

SCI Science Kit
2299 Military Road
Tonawanda, N.Y. 10016

ST Sterling Educational Films, Inc.
241 East 34 Street
New York, N.Y. 10016

SVE Society for Visual Education
1345 West Diversey Pkwy.
Chicago, Ill. 60614

3M 3M Business Products Sales, Inc.
75-07 Main Street
Flushing, N.Y. 11367

TAMA TAMA
608 Second Avenue South
Minneapolis, Minn. 55420

UT United Transparencies
P. O. Box 888
Binghamton, N.Y.

UW United World Films
221 Park Avenue South
New York, N.Y. 10003

WEST Western Publishing Educational Services
1220 Mound Avenue
Racine, Wisc. 53404

WW Weston Woods Studios
Weston, Conn. 06880

Acknowledgments (First Edition)

The first edition was prepared under the direction of Assistant Superintendent Helene M. Lloyd, at the request of Bernard E. Donovan, Superintendent of Schools, Preparation of the material was undertaken as a result of a resolution unanimously approved by the Board of Education on April 19, 1967. Special recognition for introducing the resolution and for supporting the development of curriculum in the area is given to Mrs. Rose Shapiro, Vice-President of the Board of Education.

Appreciation is also extended to Assistant Superintendent William H. Bristow, Bureau of Curriculum Development, for his guidance in the development of this curriculum.

Special commendation is given to the working committee responsible for production: co-chairmen, Edith Clarke, Office of Curriculum, and Abraham Marten, Assistant Director, Bureau of Health Education; committee members: Eleanor Capson, Assistant Principal, JHS 211K; Xenia F. Fane, Assistant Director, Bureau of Home Economics; Mary Fitzgerald, Acting Director, Bureau of Health Education; Marvin Greenstein, Acting Assistant Director, Bureau of Child Guidance; David Katz, Coordinator, Bureau of Curriculum Development; Alfred Leichtman, Coordinator, Bureau of Curriculum Development; Rita Lindquist, Acting Chairman of Home Economics, Tilden HS; Sidney Young, Assistant Principal, JHS 158Q.

During the development of this curriculum the tremendous resources of the Board of Education staff were used in many ways; i.e., as consultants, writers, evaluators of printed and audio-visual materials, subject specialists. The staff contributors were:

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Appreciation is extended to Aaron Slotkin for assistance in the processing of this material and to Simon Shulman for the cover design. Grateful acknowledgment is extended to Renee M. Kleinfeld for her outstanding secretarial assistance. Appreciation is also given to students of Tilden High School for their suggestions concerning the content.

Special recognition must be given to the representatives of the clergy, parent organizations, New York State Education Department, civic and community groups, agencies, and others for the great amount of guidance given to the development of this new curriculum. Without the effective leadership, counsel, and direction from the groups represented, the project could not have moved forward successfully.

For the generous support from the persons and groups represented below, New York City schools are grateful:

Elizabeth Anderson, Executive Director, Youth Consultation Service
Aline B. Auerbach, Parent Educ. Consultant, Bloomingdale Family Program
Mary Baron, President, NY City-Wide High School Parents Council
Clara Blitzer, Member, Board of Directors, Public Education Assoc.
Janet Brown, Staff Associate, Family Life Education, Community Service Society
Alfred D. Buchmueller, Director, Child Study Assoc.
Rev. Joseph Bynon, Asst. Superintendent, Catholic Schools, Diocese of Brooklyn
Mary S. Calderone, MD, Executive Director, SIECUS
Robert Culbert, MD, Director, Bureau of School Health, Dept. of Health
Rev. Hugh D. Curran, Family Life Bureau, Archdiocese of NY
Rev. John Curry, Assoc. Director, Confraternity of Christian Doctrine, Brooklyn Catholic Schools
Joan Daly, MD, Chief, Secondary School Health Services, Dept. of Health

George Foot, Assoc. in Early Childhood Education, NYS Education Dept.

Elizabeth Force, Director, Family Life Education, American School Health Assoc.

Patricia Garland, Director, Division on Child and Family Welfare, Federation of Protestant Welfare Agencies

David Harris, MD, Acting Asst. Commissioner, Dept. of Health

Helen D. Henkin, Vice-President, United Parents Assoc.

Rev. James A. Hunt, Asst. Superintendent, Catholic Schools, Diocese of Brooklyn

Beatrice E. Jackson, President, Queensboro Federation of Parents Clubs

Irene E. Johnson, Asst. to Director, Protestant Council, City of New York

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Dorothy Jones, Director, Protestant Council, City of New York

Florine Levine, District Director, NYS Congress of Parents and Teachers

Milton I. Levine, MD, Staff, Medical College, Cornell University

Dorothy Levy, Research Consultant, Medical Health Research, Dept. of Health

Rose Lizzi, President, Brooklyn Federation of Parent Teachers Assoc.

Local School Boards, Advisory Group, Local School Board Comm. for Educational Excellence

Father James P. McDonald, Family Life Bureau, Diocese of Brooklyn

Frederick C. McLaughlin, Director, Public Education Assoc.

Very Rev. Msgr. William F. McManus, Director, Family Life Bureau, Archdiocese of NY

Mrs. Charles Miller, President, Staten Island Federation of Parent Teacher Associations

Rev. Kenneth Morgan, Diocesan Director, Confraternity of Christian Doctrine, Brooklyn Catholic Schools

Rt. Rev. Msgr. Joseph P. O'Brien, Chancellor, Committee on Religious Leaders, Archdiocese of NY

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Rabbi Leonard Rosenfeld, Executive Vice-President, Jewish Education Committee of NYC

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Catherine M. Wills, Executive Secretary, Family and Child Welfare Division, Community Council of Greater NY

Arthur D. Wright, Executive Director, Catholic Interracial Council.